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ABSTRACT

Based on the idea that the daily newspaper can be used to create lessons in basic skills and reading, this guide contains many activities that can be generated from the various sections of a newspaper. The guide presents a list of increasingly sophisticated skills with examples of how each can be achieved by using a newspaper. The activities are intended for use in social studies, English, science, mathematics, career education, and communications skills classes, and each is cross-referenced with the various subject areas. (FL)

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PROVIDENCE JOURNAL

NEWSPAPER IN EDUCATION

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TEACHER ACTIVITY BOOK

CS206535

Providence Journal
Newspaper In Education
Teacher Activity Book

Compiled and Edited
by
John Hazard

Dr. Ezra Stieglitz
Reading Consultant

September, 1978
Providence Journal, 75 Fountain Street, Providence, Rhode Island 02902
(401) 277-7230

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HOW TO USE THE NEWSPAPER IN YOUR CLASSROOM

There are three ways to use daily newspapers in the classroom. The traditional method, the one we have been exposed to most often, is to have youngsters cut articles out of the newspaper and bring them to class for the bulletin board. Some teachers have children do this once per week for what is called the "current events" period. This method has several weaknesses. One, current events occur daily, not just on Fridays. Two, this method distracts from the continuity and depth that other procedures highlight. Three, it seems that children will indiscriminately cut out articles just to get them posted. Four, in the average classroom of thirty youngsters, it is impossible to discuss each article that children bring to class.

A second way to use daily newspapers in the classroom is to provide units of study on the newspaper as a democratic institution. Youngsters must be helped to understand and appreciate the function of the press in our society and its importance to an individual's knowledge and decision making.

The use of daily newspapers for teaching basic skills and subject matter is a third way for incorporating the press into the curriculum of the elementary, middle, junior, and senior high schools. This means that newspapers can be used to teach skills and develop attitudes and ideas.

The social studies teacher, as an example, can use the newspaper to illustrate current problems and issues in a democracy. Activities of this type illustrate the usefulness of the newspaper in the classroom as a supplement to a basic textbook.

USING THE NEWSPAPER IN THE TEACHING-LEARNING PROCESS

There are five basic reasons for using the newspaper in the teaching-learning process:

1. MOTIVATION — The first and most obvious reason is that a child is motivated by what interests him. The newspaper usually provides sufficient extrinsic motivation to initiate, on the learner's part, an attempt to accomplish a particular learning task.

2. NOVELTY — Creative teaching requires novelty. It is the novel, the bizarre, the unique that makes the difference between creative teaching and mediocre teaching. The daily newspaper provides the novelty required to make learning meaningful.

3. INTEREST — Creative teachers who motivate children and employ novel methods of teaching probably help youngsters maintain interest in a particular learning task and in the materials being used over longer periods of time.

4. SKILL AND CONCEPT DEVELOPMENT — The requirements for textbook reading — ability to read, interpret, analyze, synthesize — are the same for newspaper reading.

5. ACTIVITIES AND ASSIGNMENTS — Many teachers have used daily newspapers as a means of providing interesting and exciting assignments.

Newspaper Questionnaire for Students

Before beginning instruction with the daily newspaper, it might be helpful to administer a short quiz to determine your students' newspaper habits and the extent of their newspaper training.

The following pre-test was designed for students in grades 5-12:

1. Does your family subscribe to a daily newspaper?

   Yes ____ No ____ Its Name _____

2. How often do you read the newspaper?

   Almost every day _____
   Occasionally _____
   Rarely _____

3. How much time do you spend reading the newspaper every day?

   One hour or more _____
   A half-hour _____
   15 minutes or less _____
   Not at all _____

4. Can you remember the idea behind any headline you read recently?

   _____

   _____

   _____

5. Check the parts of the newspaper that interest you:

____ Advice columns	____ Editorial cartoons	____ Business news
____ Fashion news	____ Comics	____ Front page
____ Crossword puzzles	____ Food ads	____ Dept. store ads
____ Horoscopes	____ Death notices	____ Letters to the Editor
____ Editorials	____ Local news	____ Action Line
____ Good Neighbors	____ Movie Ads	____ Want ads
____ Pictures	____ Wedding news	____ Sports
____ Weather news	____ TV Notes	____ People

6. How do you obtain the newspaper?

   Store____ Home Delivery____ Honor Box____ Other____

7

7. Have you ever delivered newspapers? Yes____ No____

8. Which part of the newspaper interests you most? _____

9. Do you page through the entire newspaper?

Yes____ No____

10. Do you follow important news stories from day to day?

Yes____ No____

11. How much of what you read in the newspaper do you believe?

All of it ____ Some of it ____

Most of it ____ None of it ____

12. Where do you get most of your information about current events?

Conversation____ Magazines____ Television____

Observation____ Radio____ Newspapers____

13. What is an editorial?

_____

_____

_____

14. What does the abbreviation AP stand for?_____

UPI?_____

15. What does the phrase "Freedom of the Press" mean?

_____

_____

_____

16. What are the names of the newspapers in your community?

_____

_____

_____

CROSS-REFERENCE DESIGNATION OF ACTIVITIES

The following is the key that is used throughout the book to designate activities that can be used in more than one area. For example, in the chapter on Communication Skills, activity number three has the letter M before it to show that it can also be used to develop a Mathematics skill.

CS...Communication Skills

***R...Reading**

SS...Social Studies

M...Mathematics

S...Science

C...Career Education

G...General

*Although Reading is one of the four communication skills, (together with listening, speaking, and writing), the authors have decided to stress the importance of this skill area by listing it as a separate category.

PREFACE

The daily newspaper can be used to create endless lessons in basic skills and general reading. This book was compiled to show the multiplicity of activities that can be generated from the various sections of the Providence Journal. It is a list of increasingly more sophisticated skills with numerous examples of how each can be achieved using the newspaper. Each activity has been classroom tested and refined. Since many of the activities have been used in social studies, English, science, and mathematics, as well as in those classes making use of the Communication Skills, each activity has been cross-referenced with each of these areas. This, in effect, virtually doubles the number of listings.

When a teacher begins to use the newspaper for the first time, it is often best to allow the students to browse through the paper at the beginning of the class to look for items or sections of particular interests. Once this initial period has passed, the teacher should treat the paper just as he or she would a textbook or workbook. General and specific goals should be established and activities to achieve these goals should be selected. The teacher can use this book to choose activities that will lead to the attainment of educational goals established in the planning stage.

Chapter I

INTRODUCTION TO THE NEWSPAPER

Students and newspapers are not strangers since newspapers are often in homes where no other reading material is found. Although students may read the paper at home, such reading is often confined to only a single area of interest and students remain unaware that there is a pattern or structure running through the newspaper. Students need to become familiar with the format of the newspaper and develop special insights and skills to understand its content in terms of fact and opinion. The newspaper has its own style and organization, just as a dictionary does. Thus, an important function of modern education is to familiarize students with the newspaper style and organization and to teach them to use it as a current reference. The following chapter will provide you with the necessary background information to introduce the Journal and its unique anatomy to your students.

BACKGROUND INFORMATION

1. Historical

The following type of information can be introduced and discussed with students in expanded form:

The forerunner of the newspaper was the newsletter, written by Roman scribes and sent only to businessmen and politicians in distant cities to keep them informed about happenings in Rome. This was done around the time of Christ. The Romans also posted a written bulletin in the forum which could be read by the citizens.

Even after the invention of the printing press by Gutenberg, around the year 1450, very little was printed. Very few people could read and royal rulers frowned on comments made on public affairs, or even to news about such matters. Even in the colonial days, complete freedom of the press was not allowed. The first article of the Constitution does guarantee "Freedom of the Press". This, however, is not the case in communistic countries where the government controls the press.

2. Types of Newspapers and examples of each:

a. House Organs - Copy Magazine
b. Trade Journals - National Hardware
c. Specialties - Antiques
d. General - Providence Journal

3. Importance of Newspapers:

a. They give information; they educate; they entertain; they interpret and they advertise to sell.
b. They are the major means by which most adults continue their formal education.

4. Various ways news is gathered:

a. Volunteered by the public
b. Sent in by reporters
c. Secured from Press Associations, syndicates or bureaus.

Rationale for Using the Newspaper

SS 5. Conduct a survey including a minimum of thirty classmates, friends and family members to find the following information:

a. Which section of the paper is generally read first?

b. Which section of the paper is generally read last?

c. Which section of the paper is read most often by the people included in your survey?

d. Which section of the paper is never or almost never read by those people included in your survey?

M 6. Be sure to include the following in your report:

a. Number of students surveyed (indicate age coverage).

b. Number of adults surveyed (indicate age coverage).

c. Answer the following questions:

Why do people bother to write newspapers?

What sort of information is published?

Why is this sort of information published?

CS 7. Write a paragraph to explain why a democracy must have a free press.

8. Compare all information about a subsidized press and a free press. Which do you feel is the best system? Why?

9. Each day for one week go through the first section of the Providence Journal and mark all articles that criticize the government (any level) or government officials. Save these papers and at the end of the week go back and clip out every word that you "identified." Show the rest of the class the number of articles you "identified" and show them how much is left of the original newspapers.

10. Choose one article which is critical of the government. Summarize the article and explain how knowledge of this is important to you.

Newspaper Jargon

11. Cut out the name of the newspaper. Paste the name in a scrapbook. This is a nameplate or logo. Label it "nameplate" or "logo".

12. Find the name of the newspaper. Cut and paste it in your scrapbook. Write down what is written on both sides of the name. These are called the "ears". Just like your ears!

13. Look at the front page of the newspaper. Cut out the letters that are larger and darker. Cut them out and label it "headlines".

14. Pick out another headline. How many different letters can you find? Write these letters beside the headline in your scrapbook.

15. Point out the "masthead" of the newspaper and show students that in it the newspaper announces its management and lists its subscription rates.

16. Point out that a by-line is simply the word by, followed by the name of the reporter who wrote the story. Have students find by-lines in today's paper.

17. Point out that a "dateline" is the name of the city and state where a news story originates. Local news stories carry no datelines. Have students note which stories are local and which are not.

18. Point out the letters AP and UPI are the initials of the two major wire services - Associated Press and United Press International.

19. Give your students time to read the paper leisurely. Then have each student tell which item, news story, column or editorial he appreciated most. Clip several headlines from the newspaper and show them to the class, assigning students to write down the section of the paper in which they think the story probably appeared.

20. Have your students keep a scrapbook in which they include examples of datelines, by-lines, cutlines, streamer headlines, local news stories, wire service news stories, syndicated new stories, local columnists, obituaries, etc.

21. The use of questions, such as the following,will help the student discover for himself the major terms:
    a. What does the term nameplate suggest to you?
    b. What does a lead sound like to you?
    c. What do you think a jumpline might help a reader do?

22. Divide your students into three groups and give each group one of the following exercises:

Instructions to group 1 —

Mount the front page of the newspaper at bottom left of a poster. Label the poster - Front Page. In different colors draw a line to the right of each and label the following:

NAMEPLATE	BANNERHEAD
KICKER	DATELINE
2 DECK HEAD	NUMBER OF PAGES
BYLINE	JUMPLINE
NUMBER OF SECTIONS	SUBHEAD
EDITION	CUTLINE
LEAD	NEWS SERVICE
CREDIT	CUT

Instructions to group 2 -

Mount an editorial page of the newspaper at bottom left of a poster. Label the poster - Editorial Page. In different colors draw a line to the right of each and label the following:

EDITORIAL	MASTHEAD
SYNDICATED COLUMN	POLITICAL CARTOON
LETTERS TO THE EDITOR	FUN CARTOON
NEWS ANAYLSIS	ADVICE COLUMN

Instructions to group 3 -

Mount page 3 of the sports section to bottom left of a poster. Label poster - Sports Page. In different colors draw a line to the right of each and label the following:

SYNDICATED COLUMN	SPORTS GUIDE
SPORTS STORY	SPORTS CARTOON
BYLINE	AD
LETTERS TO SPORTS EDITOR	DATELINE

Types of News

23. For starters, have your students classify news as he or she reads it. He can now use appearance and location, as well as comprehension, to do this. Have the student write what he thinks about the subject of one of each of the following types of articles in activity 2.

24. Each student should choose one of each of the following, label it and identify the subject matter:

ONE INTERNATIONAL STORY	ONE SPORTS NEWS STORY
ONE NATIONAL NEWS STORY	ONE SYNDICATED COLUMN
ONE LOCAL NEWS STORY	ONE COMIC STRIP

15

The Providence Journal

Published in Providence, R.I. Monday, June 26, 1978 Two Sections/28 Pages 20 Cents; $1.20 per week by carrier

NORTH/WEST EDITION

Nameplate

Purchase price

News Briefs

Where to find it

State

A RECENTLY PASSED bill that exempts oil-drilling equipment from the state sales tax is labeled a "5 percent overdrawn draft" by Lincoln C. Almond, Republican candidate for governor. Page A-3.

THE SKIPPER and owner of the fishing trawler Northwind was ordered held responsible for a one-gang "Gestapo" safety protest regarding dockings and sanctions by the government. Page A-2.

ABOUT 400 [illegible] Middletown gathered in the Wilbur Wolf Inn for long hours of talks and planning to [illegible] the survival of summer and to mark TMI's [illegible] Atlas in Rhode Island. Page A-5.

POLICEMEN-POLICE RESERVISTS are riding auxiliary patrols during [illegible] Providence-Pawtucket-Warwick schools and public buildings they feel they are helping people. B-1.

National

WILLIAM COLBY, the former CIA director, thinks the Soviet spy system has fallen on hard times because it's not getting the kind of ideological material needed for the most effective espionage. Page B-4.

PROGRESS in Congress on President Carter's energy program is necessary if new gasoline conservation measures in "first priority" is to be successful, says Energy Secretary James Schlesinger. Page A-20.

LONG ISLAND fishermen spot the elusive Great White shark with a broken harpoon line trailing from its massive body. Page A-20.

International

ISRAEL REJECTS "without reservation" an Egyptian proposal calling for Israel to return the West Bank and Gaza Strip as a [illegible] for peace. Page B-4.

CAMBODIA ACCUSES Vietnam and the CIA of jointly trying to overthrow the Phnom Penh government. Page A-17.

Financial

BUSINESS LEADERS across the country are troubled by the possibility that politicians will give homeowners a tax break at the expense of business. Page A-16.

SYLVIA PORTER explains why the proposed simplification of the federal tax laws is likely to benefit the average U.S. taxpayer. Page A-16.

Sports

THE BOSTON RED SOX take third straight from Baltimore, 4-1, and possibly most successful home stand with 13-2 record. Page A-4.

JOHN COOK, an Ohio State sophomore, fires fourth straight round of 68 and captures Northeast Amateur golf title by one stroke. Page A-4.

THE PAWTUCKET RED SOX nip Richmond, 7-6, on fine pitching of Win Remmerswaal and John LaRose. Page A-3.

Weather

PARTLY SUNNY today. Partly cloudy tonight. Hazy tomorrow, with a chance of showers or thunderstorms. High today in the mid-80s. Low tonight in the mid-60s. High tomorrow near 90. Complete report on Page A-2

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Comics	Page B-17	Sports	Page A-3
Crossword	Page B-17	Television	Page A-14
Deaths	Page B-2	Weather	Page A-2
Editorial	Page A-18	Weddings	Page A-12
What's Going On		Page B-4	

Study finds shipbuilders contracted lung disease

Associated Press

LONG BEACH, Calif. — Almost a third of the employees who have worked at the Long Beach Navy Shipyard for at least 15 years have contracted asbestosis, a lung-scarring disease that can be fatal, according to a Navy study released yesterday.

"Some of these people will get worse and some won't, and we have no way of knowing who will and who won't," said Dr. Jack Fellos, the medical director of the Long Beach shipyard.

• • •

FELTON, WHO DIRECTED the Navy study, said all the people were shown X-rays were notified, and attended a briefing where they were told that there is no cure for asbestosis.

Asbestos, a covering of the type formerly used on Navy ships, can cause difficulty in breathing, it sometimes fatal, it also can cause cancer, and sometimes the effects of exposure to asbestos do not appear for many years after exposure.

[illegible] almost every shore up [illegible] 20 to 30 years after exposure to asbestos, so that there is no way to know how many current shipyard workers will develop cancer.

[illegible] this April, the Department of Health, Education and Welfare warned that some of the 11 million Americans who had worked in asbestos-related jobs over the last 40 years may die of cancer [illegible] of asbestosis — the two usually [illegible]

• • •

ALTHOUGH THERE HAD BEEN earlier indications that workers at the Navy's eight shipyards had asbestosis, the case at Long Beach was the first to surface on a mass diagnosis.

In Long Beach, the Navy tested 3,045 current shipyard workers, and found that 10 percent of them had abnormal chest X-rays indicating asbestosis.

However, more than 3,300 of these workers had been employed for less than 15 years, and the percentage of abnormal

Turn to ASBESTOS, Page A-20

Bishop seeks British force in Rhodesia

Associated Press

SALISBURY, Rhodesia — An Anglican bishop appealed to British yesterday to send troops to Rhodesia to track down black guerrillas blamed for the massacre of 12 British missionaries and their dependents at a remote mission school.

The government reported a new clash with black guerrillas across the Botswana border yesterday, but it was not related to the mission attack. A military communique said the border battle with about [illegible] guerrillas from the Botswana side of the [illegible] yesterday when Botswana authorities [illegible]

• • •

IT DID NOT APPEAR any committee from the exchange of violent, abusive and [illegible]

A city councilman leader, Robert Magidson, remembered that his grandfather were responsible for the relative [illegible] and played the blues on Rhodesian [illegible]

Councillor of Indian Minister's Zimbabwe African People's Union are based in black-ruled Botswana and Zambia, while the forces of Rhodesia's Zimbabwe African National Union (ZANU) operate from Mozambique. The Navy troops are allied to the fight to topple Rhodesia's new blended government.

Bishop-born Bishop Paul Burnough, one of two Anglican bishops in Rhodesia, was in an interview to the Sunday Mail newspaper that British, former colonial ruler of Rhodesia, should commit to "protect diplomacy" and intervene [illegible]

Turn to RHODESIA, Page A-20

Brezhnev says U.S. playing 'Chinese card'

2-column 3-line head

Soviet leader also maintains U.S. and NATO not interested in disarmament

Drop head

The New York Times

MOSCOW — Leonid I. Brezhnev charged yesterday that the Carter administration was pursuing "a short-sighted and dangerous policy" of trying "to play the Chinese card" against the Soviet Union.

"The symbolism," he said, "may [illegible] regret it."

In the Soviet President's first major public comment on the recent deterioration in Soviet-American relations, he also accused the United States and other members of the North Atlantic Treaty Organization of being uninterested in disarmament. And he called for a serious Western response to recent Soviet proposals to reduce forces in central Europe.

Brezhnev spoke at a televised ceremony in Minsk, the capital of Byelorussia, where he awarded the Order of Lenin to the city for its heroism during World War II.

BREZHNEV

• • •

MUCH OF HIS SPEECH was devoted to domestic matters. But, saying "the international situation is deteriorating again," Brezhnev charged that attempts are being made secretly in the U.S.A. at a [illegible] to play the Chinese card against the U.S.S.R.

The Carter administration is believed to have made a fundamental decision to strengthen its ties with China soon, partly because of growing concern, shared in Peking, about Soviet activities around the world.

President Carter's national-security adviser, Zbigniew Brzezinski, pointed out this shared concern during a visit to China last month. Recently officials in Washington disclosed that the United States had decided to be sympathetic to Chinese wishes to buy modern military equipment from the West.

• • •

THE SHIFT in mood in Washington, and open talk by Brzezinski about playing the "Chinese card," have provoked open displeasure here. In Washington most of the anger has been directed against Soviet

Turn to BREZHNEV, Page A-20

News Service Story

Wire photo

Students evacuate mission school

Secondary school students at the Emmanuel Mission School near Umtali, Rhodesia, evacuate the premises after the massacre of 12 whites by black rebels Friday. An Anglican bishop has asked Britain to send troops to help quell the guerrilla [illegible]

—AP Photo

Savoring the clam

Gov. Meldrim Thomson of New Hampshire, a proponent of nuclear power, samples a clam at a clambake held in Manchester by supporters of the Seabrook nuclear power plant yesterday. The rally and clambake were held to counter the antinuclear demonstration staged during the weekend by the Clamshell Alliance. Story on this page.

—AP Photo

12,000 at Seabrook; calm, peace reign

Associated Press

SEABROOK, N.H. — The Seabrook protest took on the trappings of a county fair yesterday as 12,000 demonstrators and onlookers basked in the sun, listened to folk music and heard speeches for and opposed to the use of nuclear [illegible]

The placid character of the demonstration was in sharp contrast to the protest of a year ago, when more than 1,400 persons were arrested at the construction site and hauled into National Guard armories.

This year, the Clamshell Alliance had agreed with the state and Public Service Co. of New Hampshire to observe ground rules for a lawful rally. Public Service Co. is majority owner of the Seabrook nuclear plant, which is still under construction.

The alliance was formed in July, 1976, to oppose construction of the $2.5-billion power plant. The group, which in the past has sometimes engaged in civil disobedience to further its goals, has expanded to serve as an umbrella for about 50 similar organizations in New England.

• • •

A FACTION within the alliance was upset by the agreement and said it was considering some form of civil disobedience. Members discussed options such as staying on the site past today's 5 p.m. deadline or returning to Seabrook in August and attempting to camp at the plant site until construction is halted.

Major highways leading to New Hampshire's short seacoast were jammed with cars and buses heading for the demonstration yesterday.

Many of the demonstrators camped overnight in a wooded area at the site and yesterday braved exhibits, unheeded, by and to entertainers Pete Seeger and others and heard lectures from Barry Commoner, an environmentalist, and Dr. Benjamin Spock, the activist pediatrician.

Frequently pressure by other anti-nuclear demonstrators were charged over the weekend in several other places, including Newport, Minn., Madison, Ind., Augusta, Maine, and Burlington, Kan.

• • •

IN MANCHESTER, N.H., meanwhile, hundreds of nuclear-power opponents gathered in an athletic stadium for a clambake in support of the Seabrook plant. Intended to counter the Seabrook protest, the rally fell far short of the attendance goal of 3,000 persons set by organizers.

The Clamshell Alliance said it would [illegible] to protest to Washington later in [illegible] and demonstrate at the Nuclear Regulatory Commission building on Wednesday.

Robin Read, an alliance [illegible] said a planning session yesterday morning [illegible]

Turn to SEABROOK, Page A-20

Wire service story

Ex-aide says Brooke sole owner of land

United Press International

BOSTON — Close associate of Sen. Edward W. Brooke said all the stock of a Caribbean land corporation, in which Brooke has claimed only a 20 percent interest, is owned by Brooke, the Boston *Globe*, said yesterday.

John Donnelly, an assistant state attorney general when Brooke was attorney general, said a memorandum agreement between Brooke and a Toronto businessman, Norman Cohen, lists Cohen's "beneficial" interest as 61 percent in the 30-acre property on the island of St. Martin, the *Globe* said.

"While Brooke says it is Cohen who put in most of the money for the land, it is Brooke's name that appears in the documents on file in Massachusetts and St. Martin as the directing force in the ventures," the *Globe* reported.

• • •

WHY ALL the stock was listed in Brooke's name, making him the owner of record, when Cohen allegedly financed 61

Turn to BROOKE, Page A-20

Thumb-nail photo

BROOKE

It's a mad, mad world when the Cup is on the line — even in Providence

By-line

By DENNIS HUME
Journal-Bulletin Sports Writer

PROVIDENCE — When hockey comes every four years, it is resisted by almost a million people and causes celebrations that drag whole countries for an entire week!

But, not a Red Ilers-Yankees game. No, not the games Saturday, Feb. and even a Barry Manilow concert.

It's a World Cup soccer final, one of which occurred yesterday in the by-now completed day of Bastille Alive, Argentina.

It is the youngest yesterday, the World Cup final was described as "the World Series and the Super Bowl rolled into one."

It is Veterans Memorial Auditorium yesterday, where 800 fans watched an closed-circuit TV as Argentina took the only big hockey [illegible] it is everything, [illegible] and it is everything already needed to know this explained to them. It was the World Series that ended [illegible]

"Why is they call it is baseball the "World Series"? Obviously a few armed [illegible]

[illegible] who didn't want his last name used. "They only play their own teams. They don't play any other countries. Is

Details of the games on Page A-6.

• • •

sooner, this is the true World Cup. Every country in the world plays. In baseball, just the final four and the Yankees and Baltimore play. Can you tell me why this

• • •

BY BROOKE, 132 spectators play to decide who gets into the World Cup final. It takes four years to reach this end. And you thought the basketball season was long!

• • •

One of the teams that got into the final 16 was Italy. For a long time — until last Thursday, in fact — it looked as if Italy was going to be one of the teams in the finals. This had the people at Veterans Auditorium very excited.

"If Italy had been in this," stated Bob Bradley, [illegible] manager, "[illegible] only we'd have sold out the place (3,500 capacity). The minute Italy was eliminated, ticket sales dropped. The next day, one of the promoters called from New York. He said, 'Do you know any Italians in Rhode Island?' I said, 'Yes,' to that was the question of the year."

• • •

If Italy had made it to the finals, a couple thousand people wouldn't have attended. Many would have had to pay $12 a head ($8 for those under 16) to get in. Instead, only a bit of people from Holland and South America, plus a few hundred hard-core soccer freaks, didn't mind.

"I didn't bother me to pay money to see it," said Pasquale Scapicchio, a truck [illegible] from Providence who had driven to Boston to watch every game fully played via closed-circuit. (Viewers missed only the first game, "I would pay $90 to see it. It's my favorite sport."

• • •

INSIDE the auditorium, the atmosphere

Turn to WORLD CUP, Page A-20

The Providence Journal

Editorial

The Evening Bulletin

MONDAY, JUNE 26, 1978

Staff-written editorial

Useful forum to discuss taxes

With most of Rhode Island's municipal budgets adopted for the next year and the state's 1978-'79 fiscal course charted, there is no reason for officials to be panicked by any so-called tax revolt. Sure, people want restraint in government spending and levies. But they are too smart generally to be taken in by some of the erratic schemes of small groups to precipitate a counterpart here of California's Proposition 13.

So far that campaign, centered on "Proposition 14" being promoted by the Hopkinton Taxpayers Committee, has not caught on. Only 20 persons attended a discussion on it the other night at the University of Rhode Island — hardly a groundswell. Nevertheless, the economizing movement has its good features and it is not one to be totally ignored. Hence, Governor Garrahy's measured response to it is in order.

Mr. Garrahy suggested at this past week's news conference that he has in mind convening a "forum" of interested parties to consider the whole matter of government finances. This would be a useful mechanism to make any debate more responsible and weed out the wilder ideas being floated.

One such is Proposition 14's thrust to double state aid to local education while severely limiting any increase in state spending. "I don't know how you can do that," the governor declared — and he's right. It can't be done. Other cost-cutting groups already have divorced themselves from that approach. Subjecting inconsistencies of that kind to formal scrutiny is the best way to deflate them.

This educational role is primarily what Mr. Garrahy intends in his forum proposal. "Some taxpayer groups don't understand the ramifications from some of their (proposed) actions," in his opinion. Bringing them together on the issue with representatives of community and government groups and of organizations such as the Rhode Island Public Expenditures Council makes sense.

However, Mr. Garrahy would be wise to schedule a gathering like that for after the Nov. 7 elections, rather than "within the next few months," as he suggested. Staging it during the political campaigns could result in more of the non-productive grandstanding that has been going on, instead of the reasoned discussion that is needed. The governor recognized as much in conceding he is open-minded on the timing.

If held in the late fall, such a forum could have great impact on the new General Assembly and city and town councils and executives who will be taking office in January. They would have a sharper appreciation then of whatever "message" on taxes was forthcoming. And it would be a more responsible one than what is now permeating the atmosphere.

Standby 'gas' rationing plan necessary for fairness

Why did the administration publicize its proposed gasoline rationing plan at this time, when it doesn't intend to send the legislation to it to Congress until next year? Well, the answer is pretty obvious. It was a not too gentle reminder that Congress hasn't yet passed the omnibus energy bill that would set this country on a course of conserving energy and cutting down on foreign oil imports.

Why a plan for gasoline rationing, anyway? Again, the answer is fairly obvious. It is a standby system for distributing gasoline

"White market" will forestall black market sale of coupons

on a fair basis in the event of another foreign oil embargo or other major interruption in the flow of oil imports, which make up nearly half of the oil consumed in the United States.

Some Americans may wonder why we can't get by without rationing as we did in the 1973 Arab oil embargo, during the war between Israel and her Arab neighbors. But no one was happy with the situation then, when motorists had to wait in long lines at filling stations and sometimes they got no fuel because the stations had run out of the allocations.

The Ford administration proposed a rationing plan. That was withdrawn by the Carter administration, which says the new plan is simpler and more workable, using 5,000 employees instead of 20,000. No one has any illusions about rationing. It is a costly thing to administer and is subject to abuse. But virtually all who have grappled with the problem of possible shortages have agreed that it is the most equitable system of assuring that those who really need the fuel get it.

It is certainly better to allot rations by vehicle rather than driver. And the system envisioned is ingenious: each vehicle owner will get a ration check, which can be "cashed" for coupons at a bank. The coupons can be presented at a filling station or they can be sold, legitimately, for any price they will bring, if the motorist doesn't need them. Thus everyone is assured of a basic amount, estimated at two gallons a day. And if he is willing to pay, a driver can get more gasoline by purchasing coupons from other motorists. Thus a "white market" will forestall a black market such as existed during World War II.

Since municipalities and other special public service organizations will be able to get all the fuel they need, there will be opportunity for abuse. Special vigilance will be necessary to guard against corruption of the system. But in a time of emergency, all citizens will be on their mettle to help make it work.

Those worried about eventual dwindling of oil supplies may wish that rationing could be imposed to curb the wastefulness of an affluent and careless nation. But political leaders are fully aware that such authoritarian measures will not work in our society, unless the need is very great.

The basic problem of conservation and conversion to substitutes for petroleum is approached by the energy bill that has been tied up in Congress for more than a year. Committees of the two houses are now nearing the end of a long, arduous compromise process — and the President is putting on pressure for passage of a bill by mid-July. He needs that kind of backing for his appearance at the Bonn economic summit

Other nations have been disparaging U.S. for lack of energy action

conference in July. Other nations have been disparaging this country for urging reduction of imports and doing nothing concrete to curb them.

Few Americans wish to see government controls of any sort imposed on any aspect of their lives, least of all on so economically pervasive an area as fuel. The political realities of the global oil market do, at present, make standby rationing powers a sensible precaution.

But far more sensible, and far more to the point, is the need for gradual removal of the oil pricing controls that have for two decades stifled domestic oil and natural gas production, and so heavily contributed to our present susceptibility to manipulation by foreign oil producers.

Court deflects blow at trade

The cause of free trade won a major victory Wednesday when the United States Supreme Court unanimously rejected the pleas of Zenith Radio Corp., along with friend-of-the-court briefs by the country's top two steelmakers, to interpret tax breaks given Japanese exporters as subsidies. Had the court agreed with Zenith, the result could have been a major international trading crisis.

Hard as the court's denial may have been for Zenith, U.S. Steel and Bethlehem Steel to swallow, and justifiable as their concerns over foreign competition may be, the court could hardly have come up with any other ruling on the unanimous decision suggests. Zenith argued that by exempting television and stereo sets made for export from a commodity tax it imposes on such products made for home consumption, the Japanese government was in effect subsidizing exports. Zenith held that the court should order the U.S. Treasury to implement the provisions of the Countervailing Duty Act of 1897. That law allows the Treasury to impose a offsetting duty on imports which are subsidized by foreign governments through a "bounty or grant."

The Treasury argued that the Japanese "commodity tax" was the equivalent of a sales tax in Japan, and that if Japan failed to rebate that tax to manufacturers for products shipped overseas, those products would be subject to double taxation when retailed in this country. This Treasury interpretation, incidentally, is not new. It was adopted the year after Congress passed the Countervailing Duty Act, and the Treasury has consistently held to that interpretation. Moreover, this position is now part and parcel of the General Agreement on Tariffs and Trade, which governs the trading relationships of every major industrial nation in the non-Communist world.

Long precedent and current practice thus support the court's refusal to rule in favor of Zenith and the steel companies. What could have become a judicially detonated explosion in the free-trade structure of the Western world has been avoided. But Zenith, the steel industry and some other import-threatened American industries are still faced with their original problems. Last September, for example, Zenith began laying off one-fourth of its national workforce of 21,000 people.

Having successfully avoided an imposed unilateral breach of free trade principles and practice, the federal government can use this show of restraint to good advantage at Geneva, where it is currently negotiating in world trade talks.

The American negotiators can ask for equal evidence of good faith from their trading partners in the form of voluntary restraints on the export of products that are harming a few American industries.

Syndicated editorial cartoon

Syndicated columnist

Needless tempest over a 'sanitized' White House document

Charles Seib

WASHINGTON — While the audience in the main tent was being entertained last week by the Carter-Castro argument over whether Cuba had a hand in the Zaire invasion, a sideshow with media overtones was going on down at the end of the midway.

Call it the saga of the sanitized summary. It will tell you something about the way things work in this town.

After the May invasion of Zaire by Katangan rebels operating from Angola, the White House and the State Department couldn't seem to get together on how hard to press us charge that the Cubans and the Russians, particularly the Cubans, were behind it all. The White House took a hard line. The State Department didn't seem so sure.

That was the situation early last week when Jody Powell, the President's press secretary, took a hand. He read to reporters a document, prepared with the help of the CIA, which summarized the administration's charges against Cuba.

It said that intelligence reports supported three main conclusions: 1. That the Cuban presence in Angola is pervasive and little is done without Cuban involvement. 2. That Katangan rebels have been armed and trained by the Cubans and possibly the East Germans for several years and that Russia has been indirectly involved. 3. That the May invasion of Shaba province was with Cuban cooperation although there was no firm evidence that Cubans accompanied the invaders beyond Angola.

One result of Powell's telephone briefings was a CBS television news report the next morning. Another was a page one story in the Washington Star reporting that the administration, "citing reliable intelligence sources," maintained it could chart Cuban involvement with the Katangans up to the invasion jumping-off point.

While not mentioning a specific document, the story referred to "sanitized" intelligence details now coming to light." It said they gave "the most detailed glimpses yet" of what was behind the U.S. charges, but added that they did not contain evidence "because the administration is afraid of compromising its 'sources.'"

Not earthshaking, to be sure but reporters for NBC and the Washington Post asked Powell for a crack at the same material and got it.

That night, NBC News carried a report on a White House "summary of assertions" on Cuba's involvement. The next morning the Post's front page was dominated by two stories under a banner headline: "Carter Decries Castro's Failure to Stop Attack." The story on the right side of the page dealt with what the President said at his news conference the previous day. The story on the left, under the sub headline, "U.S. Releases Summary of Its Evidence," dealt with the CIA memo.

"In a reaction to continued questioning of President Carter's charges of Cuban complicity in the invasion of Zaire," the left-hand story began, "the White House yesterday made available a summary of evidence on which the President bases his accusations."

This treatment stretched the facts in a couple of ways. In no sense was the document "released." It was "made available" only in a limited sense. The reporters were not allowed to take copies with them. In fact, the Post went further than Powell wanted them to go when it disclosed that the story was based on an actual document.

Further, as the story went on to make abundantly clear, calling the document a "summary of evidence" gave it far too much status. It was a summary of the administration's charges and notably short on evidence.

Whatever its flaws, the hastily prepared story got quick results. Reporters, members of Congress and others asked the White House for copies of the document the Post said had been released.

The initial White House reaction was to say that there wasn't any release. But the pressure grew, particularly from Capitol Hill, and before the day was over, Powell decided to make the document, which he describes as "briefing notes," truly available.

In the meantime, a New York Times reporter turned up a copy on his own, which brings us to the final act.

The next morning, June 16, the Times reported on page A10 that the administration "has added a new dimension" to its efforts to substantiate Carter's charges against Cuba.

Until the previous day, the Times said, the administration had refused to make public any documentation of the charges. "But yesterday, Jody Powell authorized disclosure (of the CIA memo) to reporters on a private basis."

The Times went on to quote at length from the 800-word document. Like the earlier reports, it described it as "sanitized" and noted that it lacked details to support its assertions.

So finally the document is out. And since it was indeed "sanitized" to the point of sterility, it hasn't changed the situation one iota.

Why all the secrecy in the first place? The document was not classified and it contained nothing remotely threatening to intelligence operatives. Why wasn't it released to the public at the start, instead of being farmed out to individual members of the press on a more or less confidential basis?

Powell's answer is that the document did not contain verifiable details and could not for intelligence reasons. Therefore, as an official White House release it would not have satisfied the press and would have served only to generate pressure for details that cannot be given.

He's probably right about that. Nevertheless, these briefing notes of his got a lot of mileage in their brief run.

* * *

Charles R. Seib is associate editor and ombudsman for The Washington Post.

Ringmaster to tame the governmental monster

Joseph Kraft

Everybody knows there is a private sector and a public sector in the economy. But there is also — though little recognized — a private sector and a public sector in American politics.

The tension between these two sectors of the polity lies behind the so-called tax revolt. It explains many other puzzling features of national life, including the rise and relative ineffectiveness of such leaders as President Jimmy Carter and Gov. Jerry Brown of California.

I borrow the distinction between the private sector and the public sector of the polity, along with much of the accompanying argument, from a series of recent articles by Prof. Samuel Beer of Harvard. In Prof. Beer's categorization, the private sector of the polity includes the voters in general, and most of the traditional interest groups — business, labor, farmers, minorities and the various national religions.

The interplay of these private interest groups in the past bore the determining feature of national policy. The private interests acted upon government to produce the New Deal of Franklin Roosevelt, the mixed position of the Chamber-Hoover years, the New Freedom of Woodrow Wilson and the national policies of the 19th Century.

But since the administration of Lyndon Johnson, and especially in the last five years, there has grown up an increasingly large interest group that is not private in origin but lives off the government. Its leading heart is the federal bureaucracy. It also includes various professionals in the businesses, laboratories and universities dependent upon the federal government. It extends to the vast network of officials working for the states, counties, cities and municipalities.

Though not formally recognized, this public sector has acquired a certain base, or neutrality, under various collegial systems. The military-industrial complex is the most famous example. There is also the health syndicate, the educational establishment, the welfare bureaucracy, the highway lobby, environmental mafia and so forth.

These government professionals are important because of their central role in the creation of policies and programs. Whereas each legislation as the anti-trust acts or the Social Security act or even the first civil rights acts derived from coalitionary blocs in the private sector of the society, most new legislation emerges from the public sector of the polity.

Prof. Beer cites the case of the Community Mental Health Facilities Act of 1963 which came out of no public clamor, but through the initiative of a single doctor. In fact almost all recent legislation — whether in health, housing, urban affairs, race, welfare, poverty, education or communications — has been initiated and designed and lobbied and administered by the government professionals rather than by the private interests.

The immediate upshot of all this is that the voters, and their interest groups, are constantly being asked to support what seems like an endless proliferation of programs they don't understand or like. To feed of the electorate, important issues to many both incomprehensible and irresponsible.

It is natural, in these conditions, for the private sector to turn to political candidates who come on as being against the system — candidates like Jimmy Carter and Jerry Brown. But however well-intentioned and bright, inexperienced outsiders cannot master the system. The governmental reforms proposed by both President Carter and Gov. Brown have turned out to be irrelevant if not abusive, and in office both must have quickly lost credibility.

At that point the voters go for arbitrary measures of control — like Proposition 13 in California, and the crop of copies which have been springing up all over the land. But it seems very doubtful that putting arbitrary limits on spending can meet the legitimate demand for responsive and comprehensible government any better than putting outsiders on the inside.

On the contrary, the governmental monster can be tamed only through the deliberate application of carefully conceived policies by knowledgeable persons. The professional state which was so judiciously prepared by Lyndon Johnson can only be dismantled by a president of comparable skill, energy and knowledge of the system.

* * *

Joseph Kraft is a syndicated columnist.

Wimbledon tennis starts today and it shapes up as Borg-Connors show

Page A-7

Sports

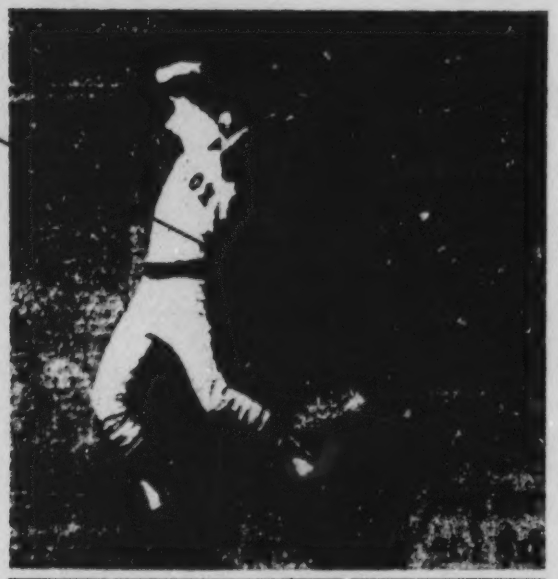
The Providence Journal, Monday, June 26, 1978

Ears

Pat Bradley wins Pa. golf, ends Nancy Lopez' streak at 5 victories in row

Page A-9

Wire photo



Coming up short

Fred Lynn of Red Sox (above) leaps against center-field wall in bid to catch drive off bat of Orioles' Andres Mora. Ball hit top of 17-foot wall and bounced into bleachers for a home run yesterday.

—AP Photo

A sandy escape

John Cook's habit of biting his tongue when he concentrates (below) has its perils. Here, he risks a tongue full of sand as he blasts from trap en route to Northeast Amateur golf title.

—Journal-Bulletin Photo by ROBERT EMERSON

Tough in clutch, Torrez stymies O's

By HAROLD RICH
Journal-Bulletin Sports Writer

BOSTON — Rich Burleson, who weighs all of 160 pounds, cracks a homer against the side wall of the center-field bleachers, to the right of the flag pole — a shot of more than 400 feet. Third baseman Butch Hobson rubs breaking his neck, starting a pop-up, and tumbling into the runway leading from the visitors' dugout to their clubhouse.

Is it any wonder, then, that the Red Sox sport the best record in the major leagues?

They did it again yesterday. With a 6-1 victory, they completed a three-game sweep of the Baltimore Orioles, who through last Tuesday had won 17 of their previous 18 games.

The victory was the American League Eastern Division leaders' 16th in their last 18 games, their 33rd in 39 games here at Fenway Park and their 50th in 71 games overall — a gaudy total of 29 games over .500.

* * *

WITH THE CONFIDENCE that comes from knowing your guys will make the plays and, much more often than not, give you a lead to work with, right-hander Mike Torrez (11-3) pitched out of jams while becoming the first right-hander in the major leagues to win 11 this season. He struck out a club seasonal-high total of nine. Five of the nine hits he permitted were ground singles and only two of the nine were for extra bases — a homer and double by Andres Mora.

While the Sox were clinging to a 3-1 advantage, Torrez frustrated the Orioles after they had filled the bases with one out in the fifth.

He got into that bases-full predicament by giving up singles to Larry Harlow and Rick Dempsey and a walk to Ed Murray. Now he had to face the top of the Baltimore batters in the Orioles' order, Ken Singleton and Lee May.

"He (Singleton) is a good hitter," Torrez was saying later. "He knows the strike zone. He makes contact. You can't give him anything over the plate."

* * *

TORREZ DIDN'T give him anything he could hit. He struck out Singleton on a 2-2 pitch, a nasty slider that broke to almost in the dirt. Then the right-hander got May to lift a foul pop-up that Hobson snared while colliding with catcher Carlton Fisk in front of the dugout near the visitors' dugout.

Earlier, with a runner on third and one out in the second inning, he had struck out Ellie Hendricks and retired Mark Belanger on a groundout. And, with a runner on third and two out in the third, he had struck out Singleton.

He gave up only that one run (Mora's homer in the sixth). Though the Orioles had a runner or runners on base in every inning. The Orioles left 12 runners on base.

"Torrez has become a pitcher," said Hendricks, who used to catch the right-hander when they were Oriole teammates in 1975. "He used to be a thrower-slider pitcher. He'd throw five or six innings. He has learned to pitch. He has learned to save himself. He has learned to save his best for when he's in a jam. And like most pitchers who aren't overpowering once they get the lead, they just throw it in there and let them hit it."

* * *

HIS TEAMMATES gave Torrez a 2-0 lead with a run in each of the first two innings against right-hander Dennis Martinez (6-5). The run in the first resulted from Jim Rice's eighth triple of the season, to right field. Ken Singleton's ensuing erratic throw toward the infield that skipped past second baseman Bill Smith. In the second inning, Carlton Fisk bloaped a single to center and scored all the way from first on Fred Lynn's line double to left. Racing to his right, left fielder Mora nearly got to Lynn's liner which struck the wall and bounded back toward the infield.

The Sox loaded the bases later in the inning, manager Earl Weaver ordering an intentional walk to Hobson and hoping Martinez would get the next batter, Burleson, the No. 1 man in the order to hit into a double play. Which is just what Burleson did.

* * *

ON HIS NEXT at-bat, though, Burleson walloped an uncommonly long homer for a batter who weighs 160 pounds. As noted, the ball struck the side wall of the center-field bleachers, just to the right of the flagpole. The ball struck four or five feet below what was the top of the wall before an addition was put atop it to accommodate an electric scoreboard a few years ago.

To get a better idea of Burleson's homer, consider this: Before the wall was made higher, only six players ever hit a ball out of this park, to the right of the flag pole. Sluggers like Hank Greenberg, Jimmie Foxx, Minnie Minoso and Tim Raines.

Indeed, when Burleson returned to the dugout, Rice gave him a little-mad-scientist-is-kidding grin.

"The wind was blowing out," said Burleson, trying to downplay his clout. "I've hit balls better that haven't gone out."

* * *

THE SOX' LAST run, in the seventh, was singled in by Dwight Evans after George Scott had tripped off the low fence in front of the visitors' bull pen to right field.

"I just can't see them (the Sox) going into any losing streaks," said Jim Palmer, the Orioles' seven-time 20-game winner. "I don't see where they have any weaknesses. They could win 60 games in this park, then all they'd have to do is win half their games on the road to win 100.

Well, there's still more than three months to go. Meanwhile, though, the Sox are sitting pretty. Going into a two-game series at New York tonight (Dick Pole Tidrow against Andy Messersmith), the Sox hold an 8½-game lead over the second-place Yankees.

Sox pass million mark on earliest date ever

BOSTON — The Red Sox yesterday passed the million mark (1,010,611) in home attendance on the earliest date (38th) in the club's 78-year history.

En route to a club-record total of 2,074,549 last season, the Sox did not reach a million until the 39th date. Forty home dates remain.

Staff photo

World Cup to Argentina

The New York Times

BUENOS AIRES — Argentina won its first world soccer championship yesterday with a 3-1 overtime victory over The Netherlands that unleashed a massive celebration in this country of 25 million people.

The game at River Plate Stadium, before 75,000 spectators, was a 1-1 draw after 90 minutes of regulation play after The Netherlands barely missed a winning goal in the last minute. In the 30-minute overtime Argentina stormed back for two goals and the World Cup title.

"Argentina, Argentina" the crowd chanted as the blue-and-white-shirted Argentine players received the cup, symbolic of world soccer supremacy. As in Munich against West Germany in 1974, the orange-shirted Dutch team had to settle for second place.

The hero of the day was Mario Alberto Kempes, the sturdy, dark-haired Argentine forward who plays for the Valencia club in the Spanish Soccer League. He was the high scorer in Spain this season with 27 goals.

* * *

KEMPES WITH TWO goals made the difference in an even game. The first came at 38 minutes of the first half, when he bulled past a Dutch defender and launched a powerful shot that Jan Jongbloed, the Dutch goalie, could not reach. His second goal was the clincher in the 14th minute of overtime.

Kempes also made possible the third Argentine goal, in the last minute of the overtime, with a charge into the Dutch goal area that attracted two defenders and left Daniel Bertoni free to score.

Kempes is the equivalent of a power runner like Franco Harris in American football, with the strength and speed to overwhelm defenders. His two goals yesterday made him the high scorer of the 11th World Cup championship with six goals.

But the festivities that exploded at the end of the match could have been different if the fast-moving Dutch team had had an inch of difference on a shot by Rob Rensenbrink in the last minute of regulation play.

* * *

UBALDO FILLOL, THE outstanding Argentine goalkeeper, had saved his side on several occasions, but he was beaten on Rensenbrink's shot. As the crowd gasped in relief, the shot bounced off the crossbar and back into play, where the ball was cleared by the Argentine defenders.

This set the stage for Kempes in overtime. The deciding goal came on a personal effort. He first drove a hard shot at Jongbloed. When the ball bounced back he topped it with his outstretched foot past two hapless Dutch defenders into the open goal.

President Jorge Rafael Videla and his fellow members of the Argentine military junta, Adm. Emilio Massera and Air Force Gen. Orlando Agosti, hugged one another. Henry Kissinger, the U.S. Secretary of State, invited to attend the final games by the Argentine government, and President Hugo Banzer of Bolivia congratulated their hosts.

This was Argentina's first victory since the World Cup competition began in 1930. The victory over The Netherlands, coupled with Brazil's 3-1 victory over Italy Saturday in the game to decide third and fourth place, restored South American supremacy over Europe in the world's most popular sport.

* * *

IN THE LAST World Cup in 1974, won by West Germany, The Netherlands was second, Poland third and Brazil fourth. This year, the Latin American classic, Brazil vs. Argentina, ended in a scoreless draw, and Argentina went on to qualify for the final with a spectacular 6-0 victory over Peru.

Argentina, which lost to Italy in a quarterfinal match, is not regarded as a great team, but it showed a tremendous will to win during this championship. The hometown crowd helped to lift morale in dark moments.

* * *

THIS WAS THE first overtime final in the World Cup since West Germany turned England into an extra 30 minutes with a tying goal in the 64th minute of their championship match in London in 1966. England went on to win, 4-2.

By-line

Cook wins Northeast by one

By ED DUCKWORTH
Assistant Sports Editor

RUMFORD — Steady John Cook won the Northeast Amateur Invitational Golf Tournament by a stroke yesterday as Jay Sigel frittered away a three-stroke lead on the final five holes.

The champion, 28, a pastor-to-be at Ohio State, fashioned his fourth consecutive even-par 70 over the 6,630-yard Wannamoisett Country Club layout and finished with a 72-hole total of 278, only one shot off the tourney record Ben Crenshaw established in 1973.

Sigel, who missed an opportunity to force a sudden-death playoff when he bogeyed the final hole, wound up with a 71 and a four-round total of 277.

Hal Sutton of Shreveport, La., finished third at 281. Vance Heafner of Cary, N.C., and Bobby Alexander of St. Petersburg, Fla., tied for fourth at 282. Bill Hyndman Jr. of Huntingdon Valley, Pa., the 63-year-old former U.S. Senior Amateur champion, came in sixth at 283.

* * *

MARK FORBES OF Attleboro, Mass., who shot a 75 in the final round, was the highest finisher among area contestants at 288. The low-scoring Rhode Islanders were Scott Teller of Quidnessett (283), Scott Cooke of Portsmouth (284), Lee Marcotte Jr. of Tiverton (288) and 17-year-old Brad Faxon of R.I. Country Club (289).

Cook, a 5-foot-11, 150-pounder, had trailed Sigel by a stroke going into the final round and was two behind after nine holes yesterday despite shooting an even-par 35. The Big Ten champion fell three behind at the 383-yard 13th when his second shot landed in a bunker, and he carded a bogey while Sigel was making a par.

But the turning point came at the 208-yard 14th when Cook, playing in the same threesome with Sigel, rattled in a 40-footer for a birdie. Sigel then three-putted from 35 feet for a bogey and his lead was reduced to only one.

* * *

BOTH PLAYERS BOGEYED the 200-yard 15th before Cook pulled even for the first time when he parred the 420-yard 16th after Sigel had trapped his approach shot and flagyard the hole.

The pair parred the 545-yard 17th, and it looked as if a playoff were in the offing after each avoided hitting his tee shot out of bounds on the 425-yard 18th.

Sigel's drive had trickled into the rough, however, and his six-iron approach shot landed in rough to the right of the green, about 100 feet from the cup. His nine-iron pitch stopped 15 feet from the hole and Sigel missed the putt for par.

Then Cook, whose 25-foot approach putt from the fringe had stopped five feet below the cup, calmly rolled in the putt for par that earned him the championship.

"I'm pleased I won, but I really wasn't satisfied with the way I played," said the two-time former World Junior Amateur titlist. "I was very fortunate."

* * *

AFTER SATURDAY'S ROUND, Cook had predicted the winner of this 17th Northeast tourney would finish at even par.

"I just knew nobody was going to tear this course apart," he said. "I had opportunities to make a few more birdies and get on the greenies, but I couldn't make the shots."

Sigel, a 34-year-old insurance broker from Berwyn, Pa., was, of course, disappointed with his performance.

"I really didn't play very well, especially on the last few holes," he admitted. "I think John deserves a lot of credit, though. He hung in and made some important putts when he needed them."

By-line

Box score

PALL MALL EXTRA LIGHT

The only low-tar filter with Pall Mall taste and flavor

Lower in tar than all the other lights

7 mg. tar

Warning: The Surgeon General Has Determined That Cigarette Smoking Is Dangerous to Your Health.

7 mg. tar, 0.6 mg. nicotine av. per cigarette by FTC method

Make certain each page is labeled with the date of the paper and that each reaction is labeled by type of article and the heading of the article.

25. This example of a student notebook shows how a student can both increase his understanding of the newspaper and express his own opinions on daily stories.

    International — "Energy crisis grows in Europe".

    The situation is worse than here. Some countries are in terrible shape, especially England. I hope America doesn't get into the situation they're in.

    National — "Expect Most Prices to Climb".

    I thought that the President was supposed to stop high prices, but his new plan will cause prices to go higher many people say. How can one bunch say one thing and another bunch say the opposite about the same thing?

    Local — "Housing Unit Gets the Nod in Lombard".

    What does a Housing Authority do? I can't see what we need it for. If it could build houses, that would be different.

    Sports - "Torrid Pace Ahead if Sox are to Take It".

    95 wins is an awful lot. I hope that they can win the pennant, but 47 games out of 68 is a lot to win especially when they have been winning only about half of the time.

    Syndicated Column - "Dolphins' Little Nurses Big Dream".

    It's good to hear about some big star who helps others. I'd like to know about how the big stars were when they were kids.

    Comic Strip - "Moon Mullins".

    This is a funny deal with the women working but ridiculous about going to her office to have a button sewed on.

The Sections of the Newspaper

26. Find the index of the paper. Find what page the comics are on. Find what page the **Sports Section** is on. Paste it in your scrapbook.

27. Look at the front page of the Providence Journal. Which article do you consider the most important one on the page? What is its location on the page? Which story is least important? Where is it located?

    Do this each day for several days. Do you begin to see a pattern to the location of news stories on the front page? If not, keep checking each day. If you need to, ask the teacher to help you check the stories you think are most and least important, to be sure you are correct in your selection.

M 28. Have students count the number of articles on the front page.

C 29. If you wanted to find out about jobs, where would you look in the newspaper?

R 30. Distinguish between a local, regional, national, international and national-international news story. (This should be a daily exercise.)

31. What kind of story predominates the front page?

32. Which articles are to inform, to entertain, to advise and to help?

33. How much front page space is devoted to crime and violence?

M 34. Financial Section - Give each student an imaginary $1,000 to buy stock. Let each choose his own stock. Each day they will want to see if their stock has risen or declined. After the three weeks, they can determine whether or not they have made money. This activity may be continued for the entire school year.

35. Editorial Section - An editorial expresses the viewpoint or opinion of the newspaper about a news story.

R Compare the various types of editorial opinions, such as cartoons, straight editorials, syndicated editorial columns and letters to the editor.

36. Sports Section - Have class keep a file of the columns of a favorite sports writer and list the topics discussed.

37. Divide class into groups and have each group follow a daily event in a particular sport.

CS 38. Clip photographs of sports personalities and write descriptions of them.

39. Find a headline which has a score in it. Who won the game? Cut out the headline and the story. Paste it in your scrapbook. Label it "Sports Story".

40. Entertainment Section — Television and Movies.

If you wanted to go to the movies, under what two listings would you look?

CS 41. Pretend to be a newspaper television columnist. Watch a television program and write an evaluation as a critic.

42. Comic Section — Discuss the popularity of certain comics and analyze the comics which are not funny.

43. Study the subject matter of comic strips by examining examples of satire, puns, slapstick and identification.

SS 44. Discuss a possible political or social message presented by comics.

45. Cartoons — Collect examples of various types of cartoons, such as teenage, bad kid, political, plain folks, etc.

46. Collect political cartoons and study them for sterotyped figures, such as Uncle Sam, Republican Party and hammer and sickle - Russia.

47. Advertisements — Have your students learn the importance of advertisements.

48. What is an advertisement?

49. Why do companies advertise in newspapers?

50. Why are advertisers important to newspapers?

51. If you lost your dog, how can the daily newspaper help you?

52. If your mother wanted to sell a table, how could the newspaper help her?

SS 53. Discuss the five fundamentals of good advertising.

These are:

1. Get attention through positive treatment.
2. Show people advantages of the product.
3. Create a need.
4. Persuade people to buy the product.
5. Ask for action from the buyer.

54. Set-up additional standards for good advertising.

55. Turn to the want ad section of your newspaper and find information about the following used items:

Item	Price	Address	Phone	Freeze

56. Find the classified ad section in your index. Turn to the classified ad section. Cut out an ad selling a car. Paste it in your scrapbook. Write what type of car and what year it is.

57. Classified Advertisement - Find an ad for selling a house. Find a house being sold in your city. Cut out the ad and paste it in your scrapbook.

58. Measure the advertisements and news story space on the third page of each of the different sections of the Providence Journal. Discuss the placement of the advertisements and the amount of space given to news articles and advertising in the different sections. Who do you think pays the majority of the expense of printing the paper - the monthly subscribers, individuals purchasing papers from newsstands, the classified ads, or the individual "ad" purchasers - (Sears, Benny's, etc.)?

SS 59. Collect advertisements that appeal to a person's sense of humor.

60. Clip ads which use deceptive language. List the effects of such advertising.

61. Discuss the kinds of advertising (national, local, classified and legal) and the importance of each to the reader.

The News Story

R 62. Discuss the five W's and H of news stories: who, what, when, where, why, how.

R 63. Read a particular column for two weeks and make a list of topics discussed. Read a columnist who deals with teenage problems and tell whether you think the columnist really understands teenagers.

CS 64. Clip a photo from a feature story and write your own feature story from the photo.

65. Have your students search through the newspaper, noting stories which they feel were either phoned in by readers or sent in as news releases not written by staff reporters.

66. Call the Journal's Newspaper in Education staff to arrange for a reporter or another member of the newspaper staff to speak to your class.

67. Start to collect headlines that are descriptive, truthful, appropriate and eye-catching. Also, collect headlines that are misleading.

68. Each different type of story in the newspaper follows a different form. Find examples of each of the following:

a. An advance news release.

b. A spot news story.

c. A feature story.

CS 69. Compare these stories to see what different writing techniques are employed in each. Now, choose one school event or neighborhood event and write this item in the form of an advance news release, a spot story and a feature story.

70. Feature story: A feature story is one in which the interest lies in some factor other than news value. It is usually to entertain. Have students find examples of Feature Stories.

71. Have students write their feelings as if they were present at a news story.

Concluding Assignments

CS 72. When the introductory newspaper unit is finished, have your students write briefly on one of the following topics:

a. What have you learned from this first newspaper unit?

b. What do you think the value or importance of a free press is in a democratic society?

c. What effect would a nationwide newspaper strike have on our citizens?

d. Why is editorializing in news items regarded as a bad thing?

e. What is the value of having a school sponsored newspaper?

NEWS GLOSSARY

Advertising Filler — differs from filler because it advertises a certain product and therefore, the paper may charge to print it.

By-line — gives credit to the author by listing his name.

Classified Ads — gives space to the public for inexpensive advertising. Usually divided into major headings and sub-headings.

Cutline — gives basic information under a picture.

Dateline — lists location, origin and date in each article.

Decks — secondary, smaller headlines listed after major headline.

Ears — markings listed on both sides of the nameplate of a newspaper.

Editorial — gives the newspaper's view on current topics. Usually includes a section with opinions of members of the public on current topics.

Entertainment — includes cartoons, comics, TV listings, critical reviews of television or movie productions and theatre listings.

Feature Story — an informative story in which the writer may comment on his own about the topic or person he is writing about.

Filler — A short story used where there is just a small space left; it usually gives the reader an unusual or interesting fact about any topic.

Financial — gives the daily transactions of the New York and American Stock Exchanges. Usually includes a discussion of stocks and opinions of national analysts.

Headlines — give the main point of each story and guide the reader in choosing the stories he wishes to read: headlines usually are printed in larger, heavier type.

Kicker — a line of smaller size type set above a headline: it serves as a label for the story.

Masthead — identifies the owners, subscription rates and advertising rates of the newspaper and any other information the newspaper thinks is necessary.

Nameplate — gives the title of the newspaper.

Obituary — gives notices of deaths and all funeral information.

Straight News Story — an informative article which gives only the facts about a topic.

Sports Section — gives information on sports teams and sports statistics. Information is usually reported by local sports authorities.

Subhead — a headline that appears in darker type at intervals within the story; it breaks up sections of the story.

Weather — gives weather information locally and nationally. Usually includes a weather map published by the U.S. Weather Bureau.

Women's Section — gives information on fashion, homemaking, etiquette and child-rearing. Usually includes wedding and engagement announcements; announcements of parties; drives and other social information.

NAMES AND ADDRESSES OF SOME MAJOR NEWSPAPERS IN THE U.S.

ALABAMA
Advertiser & Alabama Journal
P. O. Box 950
Montgomery, Alabama

ARKANSAS
Arkansas Gazette
P.O. Box 1821
Little Rock, Arkansas

ARIZONA
Republic and Gazette
120 E. Van Buren
Phoenix, Arizona

COLORADO
Denver Post
P.O. Box 1709
Denver, Colorado

CALIFORNIA
Los Angeles Times
Times Mirror Square
Los Angeles, California

CONNECTICUT
Hartford Courant
285 Broad Street
Hartford, Connecticut

DELAWARE
Wilmington Journal
831 Orange Street
Wilmington, Delaware

IDAHO
Idaho Statesman
P.O. Box 2640
Boise, Idaho

INDIANA
Indianapolis Star
307 N. Pennsylvania St.
Indianapolis, Indiana

IOWA
Des Moines Register
715 Locust Street
Des Moines, Iowa

KANSAS
Capital & Journal
6th & Jefferson
Topeka, Kansas

KENTUCKY
Louisville Courier-Journal
The Louisville Times
525 West Broadway
Louisville, Kentucky

LOUISIANA
Advocate and State Times
525 Lafayette Street
Baton Rouge, Louisiana

MAINE
Portland Press-Herald
390 Congress Street
Portland, Maine

MICHIGAN
Detroit News
615 Lafayette Blvd.
Detroit, Michigan

MINNESOTA
Minneapolis Star and Tribune
427 Portland Avenue S.
Minneapolis, Minnesota

MISSISSIPPI
Biloxi-Gulfport Daily Herald
Gulfport, Mississippi

MISSOURI
St. Louis Post-Dispatch
1133 Franklin Avenue
St. Louis, Missouri

MONTANA
Independent Record
P.O. Box 557
Helena, Montana

NEBRASKA
Omaha World-Herald
14th and Dodge Street
Omaha, Nebraska

NORTH CAROLINA
Raleigh News and Observer
P.O. Box 191
Raleigh, North Carolina

NORTH DAKOTA
Bismarck Tribune
220 Fourth Street
Bismarck, North Dakota

OKLAHOMA
Daily Oklahoman and Times
P.O. Box 25125
Oklahoma City, Oklahoma

TENNESSEE
The Banner
1100 Broad Street
Nashville, Tennessee

TEXAS
Star Telegram
400 W. 7th Street
Fort Worth, Texas

UTAH
Desert News
P.O. Box 867
Salt Lake City, Utah

WASHINGTON, D. C.
Post and Times Herald
1515 L Street N. W. .
Washington, D. C.

Chapter II

THE COMMUNICATION SKILLS

Communication has been described as the act of transmitting ideas or information. At least two people must be involved before such an exchange can occur; the person dispensing the information and the person receiving the information. Ideas or thoughts are presented through the expressive areas of the English language arts, namely, by means of speaking or writing. Information is received through the receptive areas of the language arts. This includes the skill areas of reading and listening.

The communication arts can be thought of as a core of skills essential to the study of the English language which interrelate the receptive and expressive areas of the English language arts. The purpose of this Chapter is to present a collection of ideas for how to use the newspaper to teach the skills of communication. Activities that are readily adaptable to classroom use will be presented in the skill areas of reading, writing, listening and speaking. Many of these activities can be used to reinforce and extend those skills that are taught as part of a regular program of basic skills instruction. The area of reading, in particular, is divided into four parts; word identification, vocabulary development, comprehension and study skills. Suggestions are provided for each of these aspects of reading instruction.

LISTENING

1. Look up the answers to the crossword puzzle inside the front page. Write down the first letter of words that are familiar to your class or words you would like them to know. Ask your class to turn to the crossword puzzle on the next to the last page (below comics) and dictate first and last letters of those words you have found. Vary the wording and you begin to have the following example: #1 across — the initial letter is R, the concluding letter is P. #12 across — the first three beginning letters are TRA, or in #17 across, the first and last letter in reverse order are P and R.

   Students will get practice in listening as well as clues to begin the crossword puzzle and vocabulary along with spelling.

2. Have students read or read to them the sports summary section on the front page. Have the students turn the page face down and on a piece of paper write the words you omit as you re-read it to them. This exercise can be enhanced by omitting only verbs and then discussing the function of the word in the sentence to arrive at the definition of a verb.

   Example: The Patriots beat the Jets yesterday. Sam Cunningham raced for 150 yards. Grogan scrambled for 50 yards.

   Read back: The Patriots _____ The Jets yesterday.
   Sam Cunningham _____ for 150 yards.
   Grogan _____ for 50 yards.

M 3. Turn to the stock market page and select the five highest priced stocks. Have your students open their Journals to the stock market page and dictate the following to them. Locate the stock that is third highest priced, the second highest priced, etc. Do the same with the lowest priced stocks.

4. Write on the chalkboard those words that will be missing from an article read orally. As the article is read, pause at the places where words are missing. The students individually or in teams try to determine and record the missing word.

SPEAKING

5. Skim the newspaper until you locate a controversial subject that interests you. Plan a debate around your subject. Schedule a time to present it to your class. Be convincing!

6. Class Activity — Invite teacher, principal, student teacher to a "Press Conference" with the class. Prepare questions to ask him or her. Take notes and write a story.

7. Have each student read an article which is of special interest to him or to her. Select a number of students who will tell the class about the article they read, presenting to the class the main points which they feel the writer was trying to get across.

8. Turn to the editorial page. Have each of your students study the editorial cartoon for sixty seconds. Have the students turn the paper over to cover the cartoon. Ask a number of students to summarize the cartoon, giving their opinion of what the basic idea is behind the cartoon.

Word Identification

9. Look at the front page of your newspaper. How many different shapes and sizes of letters can you find?
10. Assign each student a different ten words in the Yankee Trader classified section to alphabetize. The same can be done with the list of race horses, cars for sale in large ads, etc.
11. For speed, have students locate firms in the stock market report.
12. Ask artistic students to draw political cartoons suitable for the local newspaper.
13. Using the summary section of the front page, locate any word that follows the 1-1-1 rule for doubling the ending of words before adding endings. Also list any word that drops the silent "e" before adding endings. In addition, find words that have "ie" rule, words with silent letters, non-phonetic words or words that are currently studied in class.
14. Can you find?

    10 — 3 syllable words

    10 — 4 syllable words

    5 — 5 syllable words

    2 — 6 syllable words

    What vowel sound do you hear in accented syllable? Paste in correct place long A, long E, etc.
15. Look in the summary section of the front page and locate as many homonyms (single or pairs) — usually you can find weather, whether, their, there, to, too and others. When they have located some, have them write the other spelling and use it in a sentence of their own creation and compare with the sentence in which the first appeared and explain the meaning of each.
16. Let's make a vowel soup! On your paper, draw a circle. In the circle, cut out from the newspaper a word with one long and one short vowel for each vowel.
17. Circle upper and lower case letters. Cut out words, place in an envelope and have students categorize them into specific consonant and vowel sounds.
18. Find five words that have DOUBLE VOWELS in the newspaper. Write them on your paper. COMPARE WITH A FRIEND.
19. Find five DIGRAPHS in your newspaper. List them on your paper. Write a sentence for each one.
20. Turn to the SPORTS section. Find a sentence in the section where all words are initial consonants. Write this sentence in your scrapbook.
21. Choose your favorite newspaper section. Draw a box around every BLEND you find. Write a tongue-twister using one of the blends you discovered.
22. Turn to the "Accent" section in your newspaper. Find ten FINAL CONSONANTS. List them in your scrapbook. Can you make a sentence out of any of them?

23. Reading — prefix, root or suffix. From a limited list of prefixes, roots and suffixes, have students locate as many as possible on the front page and explain the complete word they found. The sports page is also a good place to look.

24. Pick a page in section B of the newspaper. Find and cut out words with "ED" endings . . . at least five. PRONOUNCE the words, write them on your paper. Answer the following questions:

    Is the "ED" pronounced as part of the other syllables?

    Is the "ED" pronounced as a separate syllable with the "ED" sound?

    Is it pronounced with the "T" sound?

25. Turn to your FAVORITE SECTION of the newspaper. Find as many RHYMING WORDS as you can. Write them on your paper. Write your own rhyme using at least two of the words.

26. Using a particular section, cut out or print any words that you already know have four letters or less:

Play	Farm	John
Milk	Bag	Lots
Fat	Win	Legs
Pot	Dear	

27. Cut out or circle or write all words that start with these letters:

S	Said	So	Spring	
M	Morning			
I	Is	It's	It	In
E	Emory	Edition		

28. Take today and tomorrow to make a list of all the words that end in "s". Create a short story about anything using at least ten words.

29. Using the front page only:

    a. Look at the large print headlines. Put a circle around all the words that have:

ea	ou	ar
er	ur	ir

    b. Can you say the word? Try it. Say it to your partner.

30. Cut out 20 — one syllable words, using short vowel sounds:

Cut 4 short A	Cut 4 short E
Cut 4 short I	Cut 4 short O
Cut 4 short U	

    Find 20 — one syllable words, using long vowel sounds.

31. Find 20 — 2 syllable words:

    Divide words into syllables — ie — little — lit/tle. What vowel sound do you hear in the accented syllable? Paste correct heading.

32. In the summary section of the front page, find as many three syllable words as possible and divide them up into the correct syllables.

33. Have students locate as many compound words in the summary section of the front page as possible.

34. Using the headlines of the front page, play charades. The students look at the entire front page, then turn them face down and someone tries to act out the words in charade.

35. "Pass Word" can also be played with words from the headlines of the front page.

36. The teacher should select any new word from the summary section that can be figured out from context and ask students to make their best guess based on the sentence. When correctly identified, have them copy down the original sentence with the synonym listed in parenthesis after the new word.

Vocabulary Development

37. In the summary section of the front page, have students find all abbreviations. Then, list these on the left side of a piece of paper and enter the full word on the right.

Ex.	Sen.	Senator
	Rep.	Representative
	U.S.	United States

38. How many grocery ads in the Journal use the word "SAVE"?

39. List all acronyms (words formed from the initial letter of a series of words, e.g. H.U.D. As with abbreviations, list the acronym on the left side and complete words on right.

40. List and explain all abbreviations used in the classified section under "Apartments for Rent".

41. Using the Dolch List, have students locate words on the Dolch List from the front page. Since 60% of the front page is from this list, it is a very worthwhile exercise for increasing sight vocabulary. Other lists of basic words can be substituted.

42. Words that the teacher has in class to be learned can be studied by having students find pictures that express the meaning of the word or could be used to demonstrate the meaning of the words. The students explain how the word "embarrass" might apply to a picture they find or find pictures of concrete items such as "cigarettes".

43. Cut out five cartoons. Under each cartoon write the emotions which are shown.

44. Assign students to turn to one particular section of the newspaper. List the words used more frequently in that one section than in any other section of the newspaper. For example, in sports they will find such words as pennant, coach, referee, league, score, and overtime.

45. Find the Accent section of the newspaper. Look carefully until you find at least seven color words. Write each of them on your paper.

46. Find at least five examples of connotative words. Record the words, telling whether they were found in news stories, editorials or columns. Choose a news story and write a column based on it—using examples of connotative words.

47. Find all words on the sport pages that mean won or lost and put them into columns under those headings.

48. Turn to the editorial page of the Providence Journal. Read three editorials and list all the unfamiliar words you find. Define the words by either using a dictionary or by context clues. Next, use each unfamiliar word in a sentence that relates to the topic of one of the articles you read.

49. Choose from your favorite section of the newspaper—10 words that you don't know. Write them on a piece of paper. Find the definitions in the dictionary. Write a sentence for each of them.

50. What is an antonym? On page 10A find two antonyms. Write down each in a new sentence.

51. This is a tough one! Look through your whole newspaper and find four pairs of synonyms. Write all sentences in your scrapbook. Under each sentence write your own sentence for the synonym. Don't get discouraged!

52. What's a homonym? That's right—words that sound alike but have a different meaning. Now, find four homonyms in your newspaper. Write a sentence for each one.

53. Find "Sports" in the index. Turn to the Sports Section. Find a picture of a game being played. Cut it out and paste it in your scrapbook. Label it "Sports Pictures" and write the name of the sport. Use the picture to make a list of words associated with the sport.

54. If you do not know what a condominium is, look it up in the dictionary. Are there any condominiums advertised for sale in the paper? Compare the cost of condominiums in different parts of Rhode Island.

Comprehension — Literal

55. Use the following form as a guide for students as they read a news article or editorial:

MIMEO MASTER
FINDING THE FACTS:

Name of Article (Key Headline Words):

Major News Information in news story:

Who What When Where

(optional:)

Why did the events happen? Find the exact reason given in the article or give your opinion and reasons

56. A news story must be complete in that it should answer each of the five W's: Why, Where, Who, What, When and sometimes How.

Pick a news story and answer all the questions. Write your own news story using each of the questions.

57. Clip three editorials or sports stories from the Providence Journal of interest to you. After reading them, circle the topic sentence or main idea of each and underline the most important supporting details of each.

58. News stories nearly always give the most important facts first and the lesser facts nearer the end of the story. Choose a news story that interests you and outline it. How much of the article could have been deleted without impairing the meaning of the story?

NOTE: This style of writing is known as the "Inverted Pyramid".

59. Find a news story of interest to you. Classify the details of the story as (a) important, (b) helpful, but not essential, (c) unnecessary.

60. Using today's Providence Journal, provide a variety of articles (news stories, feature stories, editorials, columnists, etc.) illustrating the various positions of main ideas (beginning, middle, end or inferred).

61. Have a friend clip several articles from the Journal without the headlines. You write a new headline for each story; then get the original headlines from your friend and see how close you came to the originals.

62. Find another person to work with. Each of you should clip several news stories from the Providence Journal. Now, cut the headlines off the top of each story and glue or tape the stories on a piece of paper. Now, give the stories and the loose headlines to your partner, and you take the partner's stories and headlines. See if you can match the headlines to the correct news stories.

63. Cut off the top of a section of the classified section that lists various categories like — used cars, sports cars, antique cars and imported cars. Then, from each column take two inches of classified ads. Put the heading and the separate ads in an envelope and have a student match the general heading with the specific example.

64. Have students underline specific and general words in any news article. Draw lines to the left of the word if it is general and to the right if specific.

65. Select a picture from the newspaper and have each student look at it for one minute to observe as many details as possible. Have them cover the picture, then ask five detailed questions about the picture - (how many people in the front, what kind of tree is in the picture, etc.).

Matching Game

SS 66. Directions: Clip direct quotations from newspaper articles and separate the name and description of the speaker from the words spoken. Mix speakers and quotations together and have students match them.

Sentence Jumble

67. Goals: Practice in following logical train of thought. Introduction to sentence structure.

    Directions: Cut a newspaper article apart, paragraph by paragraph. Student will try to arrange the article as it was originally written. Different articles could be given to different groups of students and the teams could race against each other.

68. Select a section of the newspaper. Find as many signals as you can that tell you when:

    a new thought starts. . . .

    when to take a breath if you're reading aloud. . . .

69. Examine headlines on the front page of the Providence Journal today for:

    1. Summarizing quality

    2. Verb tense

    3. Use of the infinitive

70. Are the comic strips intended just to amuse? In today's Journal find comic strips that have examples (at least two of each) of:

    a. Satire

    b. Puns

    c. Slapstick

    d. Identification

71. Cut out headlines, and then cut up into separate words. Put these into an envelope and give to someone to reassemble into complete sentences. Very good for learning disabled students who need manipulation to learn easier.

M 72. What percentage of the apartments for rent in the classified ads mention that their apartment has a swimming pool?

    How many of the ads say "no pets"?

    What is the average monthly rent of a 3-room apartment?

73. Cut up a comic strip into separate frames, put into an envelope and have a student reassemble in correct order.

Comprehension — Interpretive

74. Next, have them look at the picture again and then ask them to cover it as you ask them to try to tell you the time of day or year or what kind of job the person has - questions that demand an inference and then ask them how they know. This exercise leads to better inferential reading of words later.

75. Reading and Writing Game — A variation of Bingo can be used to enforce the five W's and H pattern. Have students fill in a chart labeled WHO-WHAT-WHEN-WHERE-WHY-HOW and six randomly selected letters of the alphabet, with facts from certain pages of the newspaper. By filling a whole line either horizontally, vertically, or diagonally with correct information, a student completes his game board.

NEWSPAPER BINGO: COMPLETING A ROW, COLUMN OR DIAGONAL WINS THE GAME.

WHO	WHAT	WHEN	WHERE	WHY	HOW
B Boy					
F	Fought				
A		After Game			
G			Granger Field		
D				To discourage others	
S					Skillfully

Information in winning line need not be from the same article.

76. Have students find articles of interest to them and have them create questions for each article. The kind of questions that demand various levels of reading are listed to the right and should be explained to the students and practiced so they become proficient at creating and answering various level questions.

Comprehension — Critical

77. Use the following form as a guide for students as they read a news article or editorial:

MIMEO MASTER
RECOGNIZING OPINION:
Name of Article or Editorial: (Headline Phrases)

Do you think this article or column is all/mostly/some opinion?

Why? Give the phrases or words that show the writer has a point of view. Use the writer's exact words.

What action does the writer want readers to take?

78. Select and clip an article from the Providence Journal containing data that is trying to influence the reader on some controversial issue (i.e., mass transit issue). Rewrite the article so that the data influences the reader in the opposite manner from the original article.

79. Turn to the editorial page — pick an editorial — list all the persuasive language used. Write your own editorial for one subject covered on the editorial page.

80. Find a story written about your own city or town. Write a summary about what the story is telling you. Optional: Write a story about your own city or town.

81. Compare a news story in a newspaper with one in a news magazine such as Time, Newsweek, or U.S. News and World Report.

82. Read and compare stories about the same subjects as found in newspapers originating locally, nationally and internationally.

83. Choose two sports writers. Analyze their styles of writing and compare them. What special language do they use to capture your attention?

84. Editorials — Read and classify editorials as to purpose, such as to inform, to educate, to argue, and to entertain.

85. Compare the various types of editorial opinion, such as cartoons, straight editorials, syndicated columns and letters to the editor.

86. Read an editorial and on a piece of paper list facts in one column and opinions in another column.

87. List and write the definitions of new words found in editorials.

88. Clip an article, circle the topic sentence or main idea and underline the most important supporting sentence.

CS 89. Write a letter in answer to an editorial.

90. Listen to a press conference held by the President, take notes, and compare the information with newspaper accounts of the conference.

91. Find an editorial and news story on the same topic in today's Providence Journal. What similarities and differences do you find in the treatment of the topic? Some points to consider are:

1. Sentence structure
2. Fact vs. opinion
3. Tone of the articles

What other points can you find?

92. Choose two comic strips from the Providence Journal that are not funny. After clipping these comics for at least ten days, analyze them in respect to the following topics:

a. Purpose

b. Realism

c. Reason for popularity

93. From today's Providence Journal, clip out a news story and a personal column. Now analyze the difference between a report and a judgment. Upon which should you rely the most? Why?

M 94. Compare travel plans to Hawaii offered by different travel agencies in the Travel Section. What is the difference in cost? What causes the difference in price? Which would you take? Why?

Study Skills

95. Arrange headlines on the front page in alphabetical order.

96. Create a scavenger hunt questionnaire that can be answered using the index and summary sections only. Example: On what page would you expect to find information about the trade in the National League yesterday? Where might you find a recipe today? Etc.

97. Cut out different headings from classified ads and have students put them in the correct order they would be found in the paper.

98. Look at the index at the front page of your newspaper. Which comes first in today's paper, "Accent"or the "Sports Section"?

99. Look in the index of the newspaper.

Turn to your classified ad section.

Find cars for sale.

M How many different cars can you find?

100. Choose one news story, one feature story and one editorial of interest to you. Can you read all three articles at the same speed? Which can you read fastest? Which takes the longest to read? Why does it take longer to read one?

WRITING

Parts of Speech

101. On a piece of paper draw lines to create three columns. At the top of each write person, place and thing. Then, ask students to find words that begin with capital letters in the summary section of the front page and list them under the appropriate heading. Then discuss why they are capitalized and are proper nouns.

One caution . . . the first few words of the summary section are all capitalized—explain to the class, then proceed.

102. On another day, ask them to note any words that are also capitalized and note that the first word in the sentence is also capitalized as well as the proper noun.

103. Have students look for common nouns by noting any word that can follow the word "the" and make sense by itself is a common noun. Once they have collected such a list from the front page, group them by people, places and things to allow students to see their function.

104. Find a picture of a face and ask students to suggest words that describe his or her expression. The one rule is that each student must give you a different word and the word they suggest must be able to follow the word "very." As they give you the words, you list them on the board.

105. This exercise should be followed with an explanation of the adjective as a word that describes and can usually be tested with the word "very" being placed before it.

106. Remove the picture mentioned above from the paper and attach it to a piece of paper. Then copy the words off the board and list below the picture. The list can be further subdivided into connotative and denotative with the contributing member explaining his or her choice and then placing it under the correct heading.

107. Find something you would want to buy in an advertisement. Cut out the ad. Circle all the adjectives. Answer the question: What happens to the ad without the adjectives?

108. List all the unusual descriptive words you can find. Write your own sentence for each word. Be descriptive!

109. Using a list of printed prepositions, have the students locate them on the sports page. As they find each or some, have them copy down the entire phrase that goes with each. Have them try to explain what prepositions tell you how they help. Lastly, ask them what the last word in the phrase is as a part of speech.

110. Sports fans! Here's one for you. Find ten action verbs used in the headlines on the Sports Page, and then rewrite each into either present, past, or future (most are written in present to begin with, so most are to be rewritten into past and future).

111. Categorize each verb used in the summary section of the front page as active or passive voice, and then rewrite the sentence making it the opposite voice.

112. Cut headlines and sort words within the headlines into piles according to part of speech (noun, adjective, articles, verbs). Make new sentences using words from your "word bank".

113. Rewrite each headline on the front page changing the subject to a plural or singular and making the corresponding changes in the verb.

114. Find a short article in the newspaper. List all the pronouns. Next to each pronoun, write the noun it refers to in the story.

115. Find at least two examples of each of the following different types of sentence openings in the news stories or editorials from today's Providence Journal:

    a. Noun

    b. Prepositional phrase

    c. Participle

    d. Startling statement

    e. Quotation

116. Make a collection of dangling modifiers, misplaced phrases and other glaring errors found in the classified ads.

117. Punctuation — here is a fun exercise! Turn to the comics. Pick a cartoon script—circle all the exclamation marks. Optional: Write why each sentence has an exclamation mark.

118. Let's use the comics again! Circle all the quotes in one comic script. Draw the next episode using quotation marks where needed.

119. Find quotation marks in the summary section of the front page. Have students find examples of quotation marks that are used to show special use of a word like "razor's edge" and examples of direct quotes, he said, "I have faith in this man". When the summmary has an indirect quote, such as, John Jones says he has been the victim of untrue stories, change to a direct quote and punctuate — John Jones says, "I have been the victim of untrue stories".

120. Find at the top of the first page (summary section) examples of the use of 's. Divide a piece of paper down the middle and head one column possession and the other contraction. Then students list those they find in the appropriate column. Lastly, they rewrite the sentence the word came from to show they truly understand the meaning and use of the 's.

    Example: The Senate's finds were made public.

    Possession — Senate's

    Rewrite — The findings of the Senate.

121. Find words that use a hyphen. Divide a piece of paper into two columns and label the tops to separate words at syllables and join words together. List those found under each. Under the column marked separate words, you could also list reasons for dividing words at that point — vcv or vccv or open or closed syllables, etc. The other list of hyphenated words can be explained and later alphabetized.

122. Find commas. Have students find commas used to separate days of the week and the date (top of paper each day) and separate cities, states and countries.

123. Find semi-colons used in headlines and explain uses for each. Sometimes they are used to show two sentences joined together; occasionally they are used (editorially) to indicate the main points of a speaker (ex. Carter: Will Veto Energy Bills).

124. Grammar — sentence type — looking at the summary section of the front page, find an example of each type of sentence type, simple, compound, and complex. Which is most common? Why? If you cannot find a compound sentence, make one of two simple sentences in the same summary. You could also have students rewrite compound to be complex and the reverse.

125. Grammar — sentence writing — Rewrite any headlines that are not complete sentences. Be sure to note that all articles (a, an, the) and forms of the verb "to be" are included.

126. Rewrite any classified ad to make it a complete sentence.

127. Cut up sentences and place words in category boxes: verbs, nouns, adjectives, etc. Children come and choose words at random from each box and try to make a sentence.

128. Ask students to find sentences using because, if, or when on the front page of the newspaper and label as complex sentences with introductory adverbial clause.

129. Use questions to bring out pertinent facts about adverbial clauses.

    a. Words like "because," "if " or "when" make incomplete ideas out of subject and verb combinations.

    b. A group of words introduced by because, if, or when, must be used with an additional group of words which must also have subject and verb. This group of words is independent and could stand alone.

    c. The because, if, or when group may come either before or after the independent word group.

    d. Because, if, or when word groups are punctuated according to location in sentence.

Ideas for Writing Activities

130. Make a collage that represents the "true you". Cut out words which most accurately describe yourself: your likes, dislikes, interests, hobbies, etc. You may also cut out letters and make the words that describe you.

    Do a collage on another member of the class. After you finished write ten sentences explaining your collage.

131. Writing from Pictures — Look at all the pictures on the front page and write one story that includes all the pictures from top to bottom. Begin with the pictures of people in the summary section at the top.

132. Find a picture and describe what happened just before the picture was taken.

133. Find a picture (perhaps a sports picture) and write what happened just after this picture was taken.

134. Find a picture of a place and describe the relationship of the things in the picture. For example, indicate that the window is "waist high" not "three feet tall" or the room was as large as two Volkswagens.

135. Worth a thousand words???? Thumb through several days of Providence Journals. Clip photographs of people you find interesting. Now, write a description of at least two of these people. Keep this written description as factual as possible.

136. "Writing — Comics" — Take a favorite comic and rewrite the dialogue without the pictures explaining what the people are doing as well as the dialogue in correct form.

137. Extend the story or use flashback to make a complete short story based on the situation described in this set of frames.

138. Turn to the classified ad section of the newspaper. Write the "story" behind a lost and found item.

139. Fact or fiction? Many interesting things happen to people—things stranger than fiction, sometimes. Find a human interest story or a news story about one of these interesting situations and write an original short story, poem, or play about the situation. Remember what you learned about writers in literature class? They take the truth and use it as a basis for writing fiction in many instances. So, have some fun "fancying" those details you don't know.

140. The usual sports story is about an event that is about to happen or has just happened. These stories are factual, but often have many "possibilities," "probabilities," and "ifs" in them. See if you can write a completely factual news story about your favorite sport. It could possibly be a story explaining the sport to someone who knows very little about it. Be careful to keep the story interesting.

141. Pick a story in the sports section of the Providence Journal that you find interesting. List colorful words and expressions you find in the article. (You should have approximately ten of these words or expressions. You may have to use more than one story.) Now, rewrite the story replacing the colorful words and expressions with more common synonyms for each. Which story is more interesting, the original or the rewritten version? Why?

142. Can you take a short news story and make it more interesting by replacing several of the more common words with very colorful words or phrases?

143. "Writing — TV Movies" — Look at the section at the bottom of the page with the TV listings for the day in the Journal. You have the beginning of a short story listed for each movie as well as situation comedies and dramas.

    a. Writing horoscope (paragraph-topic sentences). Look up your daily horoscope. Write one or two specific situations that could fit under the general ideas suggested in the horoscope. Then, put into a paragraph using the newspaper statement as the topic sentence. Now, write your own general statement for the following day and write a specific to match it tomorrow.

    b. Rewriting Mother Goose? — Rewrite a fairy tale in the newspaper style. Remember that the lead paragraph should contain the five W's with following paragraphs giving supportive details, reflecting a factual tone.

144. Have the students write a headline for each of the following nursery rhymes:

NURSERY RHYME	HEADLINE EXAMPLE
Little Miss Muffet	Girl frightened by spider.
Georgie Porgie	Boy kisses girls: escapes.
Simple Simon	Man's request for taste of pastry denied.
Three Blind Mice	Farmer's wife attacked by blind rodents.
Diddle, Diddle, Dumpling, My Son John	Boy sleeps wearing socks.
Humpty Dumpty	Men and horses fail to revive crash victim.
Jack Spratt	Married couple hearty eaters.
Baa Baa Black Sheep	Wool supply assured, inquiry reveals.
Four and Twenty Blackbirds	Unusual pie served royalty.
Tom, Tom, the Piper's Son	Pig thief punished.
Dapple Gray	Lady mistreats pony.
Old King Cole	Violinists give command performance for king.
Dillar a Dollar	Pupil queried about tardiness.
Crooked Man	Cripple finds bent coin.
Queen of Hearts	Queen's tarts stolen; Thief repents after beating.

This activity can lead into others, such as, rewriting nursery rhymes in today's language, writing descriptions of characters in nursery rhymes, writing poems that resemble traditional nursery rhymes.

145. "Editorial Cartoons" — Bring in editorial cartoons with captions detached, exchange cartoons and write new captions for the cartoons.

146. Clip an editorial cartoon and write an article based on the cartoon.

147. "Feature Stories" — Write a feature story about an interesting person.

148. Write an original play based upon a human interest story or a news story.

149. Find examples of figures of speech in the newspaper, such as, hyperbole, simile, metaphor and personification.

150. Pick a picture showing action. Write one paragraph about the picture using one simile and one metaphor.

151. TV, Movie and Book Critics — Pretend to be a newspaper TV columnist; then watch a television program and write an evaluation as a critic.

152. Attend a play or a movie and write a critical review.

153. Discuss a critical review clipped from the newspaper, such as a movie, concert, television program or drama.

154. Clip two classified advertisements on the same subject; compare the ads for appeal and then write two new ads of your own, trying to improve the originals.

155. Write a lead paragraph for a news story of an event happening in school.

156. Write a well-organized news story about a current topic.

157. Write an advance news story, a spot news story and a feature story about a school event.

158. Make a written comparison of an editorial and news story on the same subject.

159. Pick a picture showing emotion. Write about the picture using sound, smell, taste, and feeling words.

160. Cut out three headlines from the newspaper. Write your own story for each headline. Make your story brief.

161. Pick out a large ad in the paper. Paste it into your scrapbook. Write about what the ad is selling.

162. List at least seven sports mentioned in the newspaper. Write a news report of the most exciting game you've ever seen from one of these sports.

M 163. Using the entertainment pages of your newspaper, write your own "Theater and Concert Guide." This should include the cost of tickets and length of appearance of plays and special concerts around Providence.

164. Turn to the editorial page. Read all the editorials on the page. Write a letter to the editor on an editorial with which you disagree. Write a letter to the editor on an editorial you agree with.

165. With the help of a friend! Answer two help-wanted ads in the newspaper. Have your friend be the employer and you the person applying for the job. Write an account of what happened in the interview.

166. Rewrite a newspaper article of at least fifteen lines giving it a more sensational tone without changing the basic facts. Attach original article.

167. Write two versions of a biographical sketch—one that uses connotative words that are positive (slim) and one that uses negative connotation (skinny). Do not change facts.

168. Find an article about teenagers and rewrite it from three viewpoints—the parents, teens and police.

169. These are ideas for creative writing to help students write in their journals or for just a good writing activity. Pick something from the WHO list, something from the WHAT list and something from the WHERE list. Use these ideas to write a story (silly, serious, mysterious or sad):

WHO	WHAT	WHERE
my grandmother	flunking	near a palm tree
Bobby Riggs	carving soap	alone
railroad engineer	selling refrigerators	Alaska
Little Red Riding Hood	sinking	behind a tree
"747" pilot	laughing hysterically	stock car race
mailman	spitting watermelon seeds	city park
the Beatles	eating a doughnut	fencing match
Eskimos	having palm read	bottomless boat
an obese elephant	counting to ten	under the ocean
an early bird	putting money in meter	beauty parlor
Superman	throwing snowballs	graveyard

170. "Writing Assignments" — Type several examples of news stories which have errors in spelling, punctuation and factual information. Assign your students to act as copy readers and find the errors.

171. Have your students read the editorials for several days. Then, assign them to write an editorial of their own on any topic they wish.

172. Assign your students to study the stories of weddings and engagements on the women's pages and then write an imaginary wedding or engagement story about any two of their classmates.

173. Write a classified ad, using an abundance of words. Assign your class to rewrite the ad in as few words as possible without eliminating any information.

174. Assign each student to choose an advertisement from the classified section and write a letter in answer to it.

175. Assign the class to write a letter to the editor of the daily newspaper or the school newspaper, stating their beliefs on any topic of interest to them.

176. Write a news story in which you insert numerous examples of editorializing. Assign your students to rewrite the story, eliminating all editorial comments.

177. Assign your students to choose a news story and use it as a source for writing a poem or short story.

178. Assign your students to interview another member of the student body and then write a feature story about him. Their stories should include many quotations, background information, physical descriptions and interesting facts.

179. Assign your students to write a "how-to-do-it" feature story. Similar to a demonstration speech, a how-to-do-it feature can discuss such topics as "How to make a tea ring", "How to ride horseback", "How to treat a victim of shock", "How to make paper flowers," etc.

180. After your students have written the news story as described above, tell them to exchange papers. Now, they are copy readers and must find the errors in their classmates' work.

181. Assign your students to cover a news story in your school. Make up a list of possible news sources so that each student has a different assignment: club sponsors, club presidents, coaches, committee chairmen, administrators, etc. Your school activities calendar should help you to find ideas.

182. Pretend you are a legman and call in a news story to the newsroom. Have your students act as rewrite men and take notes. Then assign them to write a news story in polished form for the publisher.

183. Give the students a half-hour to read the newspaper leisurely. Then have each student react to his reading by telling which item, news story, column, editorial, etc. he has enjoyed most.

184. The student will demonstrate his understanding of the difference between objective and subjective writing by writing, (1) a news story and (2) a poem based on that news story. He will then explain what elements were missing in the news story that were present in the poem and vice versa.

185. Assign your students to interview another member of the class and write a feature story about him. Their stories should include many quotations, background information, physical descriptions and interesting facts.

186. Using the Sports Section — find it by index on page 1 — cut out or circle any words that are action verbs:

Is	To Honor
Ran	Want
Miss	To Drive
Won	Reveals
Score	

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Chapter III

SOCIAL STUDIES

Social studies is like the newspaper itself, a discipline concerned with all aspects of people. This section looks not only at the earth we live on but also, more specifically, at our own city and state. It broadens into an awareness of the happenings in our area and the relationships they have to our lives. Beyond ourselves, this section goes on to explore those countries around the world, their people and cultures. Reading is constantly in focus both as a means to an end and as a skill to be practiced and refined in areas such as fact and opinion, advertising, and critical thinking. Lastly, the general gives way to specific topics that may be appropriate for particular classes and content that relate to contemporary society. Only a newspaper could keep abreast of such events and create the instant textbook that both gives to and demands so much from the student.

1. Assign reading of a daily newspaper to each student in each social science and history course. Reinforce by daily references to pertinent items that relate to course content. Help students develop the reading habit. Ten years from now, your students will recall little actual information from your course. Much of that retained will be outdated. Enabling them to gain new information and to place it in appropriate contexts of the academic disciplines should be a major objective.

2. Find a news story that talks about your city or town.

   Paste it in your scrapbook. Write the words "news story about our city" and write an appropriate story.

Neighboring Cities

3. Find stories in the Journal about five cities or towns near you.

4. Find out how far and in what direction these five cities are from you.

CS 5. If you have visited any of the cities, write a short story about your visit and read it to the class.

6. If you have friends or relatives from any of these cities or towns ask them to tell you about the city and bring a written or "word of mouth" report to class.

7. Find out the population of each of the cities and compare their sizes to yours.

8. Look through the front section of your newspaper. Find the smallest city talked about in your newspaper. Also find the largest city talked about in your newspaper.

R CS 9. Find three news stories that take place in different cities.

   Read each of these stories. Write a sentence about each of the cities. Also write a sentence about what is happening in the cities.

10. Find a story written about your state. Write a summary about what the story is telling you about your state. Does it mention any of the top officials in your state?

11. Geography. For each state listed on the front page, mark the state on the weather map inside the front page. Try to fill in as many states as possible that are showing.

12. Find stories about different states in the United States.

    Read these stories and write a two sentence summary of each. Then, make a list of all other states that you know.

13. Select and clip a newspaper article about the geography of your area.

R 14. Write a short summary of the article to be read before the class.

15. Find an article in a geography book which describes the land in your area.

16. What crops and other products come from the land in your area?

S 17. Make a list of the trees and vegetation in your area and find as many pictures as you can for your notebook.

Your School District

18. Read your Journal and find articles about your school district, schools, teachers, or other school district employees, and write a short summary of each article.

19. Find articles in the Journal about school district officals (board members, employees, etc.) and tell briefly what each does.

20. As a class project, find out how many employees and students are in your school district.

CS 21. Write a news story about your school which you would like to see in the newspaper.

CS 22. As a class project, write a letter to a school administrator, teacher, or board member asking him or her to describe the duties of that position.

23. There are lots of kids in school. Look through your newsaper and find stories about other schools. Where are each of these schools—what city? Is it far from your school?

CS 24. There are only two countries bordering the United States.

Find a story about each of these (Canada and Mexico). Write about what you would see if you went to each of these countries.

25. Europe is across the ocean from us. Find two stories in the news about European countries. Write a paragraph about each of these countries that the stories are about.

26. There are many countries in the Far East. Find a story about either Japan, China, Philippines, Viet Nam, etc.

Write a sentence under the story which you should paste in your scrapbook.

27. Find three stories about different countries in Africa.

Just where are these countries located? Write a summary of each of these stories.

28. Look through the front section of your newspaper.

Write down all the countries that are mentioned. Write a sentence about each one of these countries.

29. There are many countries in the world. Find stories about three leaders of different countries. Tell where these countries are and what type of government they have.

Bodies of Water

30. Read the Journal and locate articles about bodies of water (creeks, bayous, lakes, rivers, etc.) near or within Rhode Island.

R 31. Write a one sentence summary of each article.

CS 32. Write a short one page report telling what purpose each body of water serves.

33. Find a picture of a body of water or a map showing different bodies of water near Rhode Island.

34. Michigan is surrounded by water on three sides. Name all the Great Lakes. Can you find a name of any of the Great Lakes in the newspaper? Is any other lake mentioned in the paper? If so, where is it located?

35. If we lived in a warm place, we would wear different clothing.

    Cut out four pictures of clothes we would wear in a warm climate.

    Optional: Write two sentences why you would like to live in a warm climate.

CS 36. Find advertisements or articles showing different time zones.

    Write a short paper discussing time zones in the United States and different parts of the world. Contrast our time zone with another by outlining the major parts of our day, by time, with what would be happening in the other time zone. You may have to research the other time zone's lifestyle if it is another country. Example of possible outline:

USA	Spain
Time and Event	Time and Event
6:30 A.M. - Awaken, Breakfast	
8:00 A.M. - Work/School	

Transportation

37. If you went across the ocean you could go two ways. You could fly or you could go by boat. Find a picture of a boat in the newspaper. Is that boat big enough to travel the ocean? What kind of boat is it?

38. There are many forms of transportation.

    Find three forms of transportation. Write a paragraph about how you would like to travel.

CS 39. Many, many years ago, we didn't have cars. What other forms of transportation did we use? Write a short paragraph on how you would get to your aunt's house in the 1800's.

CS 40. There aren't as many passenger trains as there used to be.

    Write a story about what it would be like to take a trip to California on a train.

M 41. Turn to the travel section of the newspaper. Find an ad for a fun vacation. How much would it cost for you and one friend to go on the vacation?

42. On a bulletin board, chalkboard, or wall, center a map showing the areas or countries involved in a conflict or war. Clip articles from the Providence Journal each day and mount the articles around the map; put a string from the article to the location on the map to which the article refers.

International and National Government

43. Using a chart of national government offices, fill in the names of people holding each office as discovered in the daily paper.

44. Write a news story which might have appeared on July 4, 1776, or December 7, 1941. Write a news story which might appear in the paper on September 16, 2025.

R 45. Find an article about the President of the United States.

CS What are they saying in the article? Write a short paragraph about what is discussed in the article.

46. Find three pictures of national leaders in the U.S.

Write a few sentences about what each of these leaders do. Write a few sentences about whether you would like their jobs.

47. With three or four other people, organize and conduct a "Who Am I?" game based upon persons recently in the news (Carter, Vance, Garrahy).

48. Choose a Congressional committee such as agriculture, foreign affairs, banking and currency, or education and labor. Collect articles about the work of the committee you chose. After clipping for several weeks, state in a short paper how well you feel the committee is doing its work.

49. Watch the Journal for reporting of new bills passed by Congress and signed by the President, amendments to the Constitution and bills proposed by Congressmen. Post the articles on the bulletin board or collect them in a scrapbook.

CS 50. Clip from the Journal information concerning the proceedings of Congress regarding a certain issue. When you feel you have enough information, decide what stand you would like Congress to take on the issue and try to persuade your fellow classmates to agree with you.

U.S. History

51. Find any article related to any of the ten amendments, to the idea of separation of power, isolationalism, nationalism, or any other concept. The idea is to apply concepts studied to current happening and see if the student truly understands the concept.

52. Clip pictures or news stories about different taxes, such as sales tax, gasoline tax, income tax, property tax, tobacco tax, and alcohol tax. After two weeks, write a summary of what you have learned about these taxes or write an editorial or a letter to the editor concerning one or several of these taxes.

53. Make a scrapbook containing pictures and facts about "Leaders of the World". When you finish your scrapbook, choose the world leader you most respect and tell why. Also, choose the world leader you least respect and tell why.

54. Prepare a paper on "The Foreign Policy of the United States" by using quotations from the news, such as speeches by the President, the Secretary of State and other cabinet members, the United States Ambassador to the United Nations, military reports and reports by the Foreign Relations and Appropriation Committee in Congress.

Time to go back in history or in the future.

55. Choose a special group such as the United Nations, Labor organization, or the stock market and with articles and reports, trace the activity of the group you chose for a period of four weeks.

56. Keep a file of quotations of world leaders.

    At the end of four weeks, list those quotes that you think might become famous and tell why you chose the quotes you did.

    Turn to the EDITORIAL PAGE.

CS 57. Find an editorial on a national problem. Read the editorial and then write a paragraph on how you feel about the problem.

CS 58. Find a political cartoon in the newspaper that you consider timely and interesting. Write an essay based on this cartoon.

59. For one week, keep a file of the editorial cartoons printed in the Providence Journal. Each day, place the cartoons in a scrapbook and write a paragraph under each one describing what the cartoon is about. In a second, very short paragraph, describe the intent or purpose of each cartoon—to entertain, inform, etc.

    As the last entry in your scrapbook, write a paragraph or two about the general intent and purposes of editorial cartoons.

60. Create an editorial cartoon of your own.

61. In a scrapbook, keep a running file on news stories, editorials, letters to the editor and human interest stories that are concerned with a political campaign or major news event. Below each article, state what the article is about in a sentence or two. At the end of each week, make a list of major events of the campaign or news event as reflected by your clippings.

    Can you cross-it-up?

CS 62. See if you can make a crossword puzzle based upon current events. Once you complete the crossword puzzle, give it to a friend to work.

City Government

63. Clip articles from the Journal dealing with city officials (mayor, attorney, comptroller, councilmen, etc.).

64. For each article about city officials, write a sentence or two telling what each does.

65. Pick out the most important parts of your articles and write a summary in your own words, telling (a) what the article is about, (b) what is being emphasized, and (c) whether or not you like the article and why.

M 66. Find articles in the Journal dealing with the salaries of your city officials and how they are paid.

67. Write a page telling why you would or would not want to be a city official. (Note: If you have a preference, be sure to write about it.)

Air Travel

68. Find newspaper advertisements or articles about airplanes and bring them to class for discussion.

69. List the different airlines found in your newspaper and also the places to which their flights go.

70. If you have taken an airflight anywhere, write a page telling of the experience.

CS 71. As a class project, write a letter to one of the airlines inquiring about the services offered on one of their flights.

M 72. As a class project, select a city to which you would like to fly. Call to find out from one of the airlines:

(a) The fare

(b) The number of flights going there

(c) The time of departure and the time of arrival

(d) Whether or not they offer special rates to school students.

73. Find three factories in the news.

What do each of these factories produce? Write a sentence about each product.

74. Examine an article of business promotions.

What qualifications do the people have? Why are they advertised in the paper?

75. There are many new buildings going up in our area.

Find a story about a new building project. Write a paragraph about how this building project will affect the surrounding area.

76. If there is a water control authority or board in your area, as a class project, write a letter to them inquiring about (a) what their duties are, (b) how processed water is purified for public usage and (c) how much water is consumed daily in Rhode Island.

M 77. Pretend that you have $5,000 to buy a vacant lot to build a playground on.

Turn to the "Land for Sale" section of the classified ads. What is the size of the largest lot you can buy with your $5,000? Where is it located? Do you think the location has anything to do with the cost?

Ethnic (Racial) Groups In Our State

78. Find stories in the Journal about different ethnic (racial) groups in our state.

79. Read the stories and write a summary of each in one sentence.

80. List the countries where each originated.

81. List any others that you know which are not in the Providence Journal.

82. If you know persons from the different ethnic groups, write them and ask them to tell you something about their family and racial history.

Emotive Words and Propaganda Techniques

CS 83. Collect five or six ads that draw your attention in today's Providence Journal. Mark those words you feel are slanted or carry multiple or misleading connotations.

84. Do you feel all the ads you clipped were completely honest? Why or why not?

85. Now, choose one of the ads you felt was not completely honest and rewrite it to make it sound honest.

86. Choose one of the ads you felt was honest and rewrite it using slanted words or words with misleading connotations.

87. From today's Providence Journal clip at least two news stories, two editorials and five advertisements.

R Examine these articles for propaganda devices such as generalities, name-calling, band-wagon, and testimonial. Do you find other propaganda devices employed? If so, what are they? Which type of article that you clipped employed the greatest number of propaganda techniques? Why?

R 88. Propaganda, as we generally think of it, implies something that is "dangerous" or "bad." Do you feel this is true? Why or why not? If you believe some propaganda is good, find examples of propaganda put to good use in the newspaper and explain why.

89. Discuss the values and dangers of advertising to the public. Support your statements with examples clipped from the Providence Journal.

Miscellaneous

90. Find the historical background of each of the zodiac signs and write a short report.

91. Take a survey of those who feel the horoscopes are more often accurate than not in their lives, or those who actually take the advice given on a daily basis for deciding what to do or not do.

92. Choose a column from the Providence Journal and read it regularly for two weeks. Make a list of the various topics discussed. Do you feel you will continue to read this column? Why or why not?

93. Turn to your stock exchange section of the newspaper.

What is the difference between the American Stock Exchange and the New York Stock Exchange?

94. Follow three stocks for several weeks and make a graph to show their rise and fall. Relate the graph to the economic condition of the country by noting any news that might cause a change in the stock market prices.

95. Think of a school situation which you feel needs improving. Now, write an editorial about the situation. With your teacher's approval, submit the editorial to your school's newspaper. You might find yourself in print.

96. Use the newspaper for research on current views and legal aspects of "hard" and "soft" drugs. After your research is completed, write an editorial stating your opinion on a particular aspect of the use of drugs.

If what exceeds what?

97. If the supply of a given commodity exceeds the demand for the product, generally the price of the product drops. However, if the demand exceeds the supply, the price of the product will generally rise. Demonstrate the law of supply and demand by using ads clipped from the newspaper.

(Example: Chicken livers may sell for 79c per pound, while chicken gizzards sell for only 49c per pound. Because of the difference in price of two products which cost the same amount of money to produce, we may assume chicken livers are more in demand than chicken gizzards.)

98. Compile a file of information clipped from the Providence Journal on one of the following:

    a. The importance of mental and emotional relations (relate this to physical growth).

    b. Current views and developments on mental health (compare the current views to past beliefs and public opinions).

    c. Mental institutions and clinics and their functions. List the phone numbers, addresses and locations of clinics with free services or adjusted fees based on income.

99. Develop a profile of local beliefs and values by following local news, editorials and ads.

100. Identify comic strips that reflect contemporary social values.

101. Consider the degree and conditions in which an individual's personal affairs may be legitimate news that should be published.

102. Discuss at length value-laden problems that appear in advice columns.

103. Draw generalizations about the causes of labor-management conflicts by analyzing one or more press-reported strikes.

104. Identify several bargains in used merchandise for family use in classified ads and compare prices with comparable new merchandise.

105. Classify social philosophies of authors of letters to the editor over an extended period.

106. Compare the social and cultural interests of your city with those of another city that is much larger or smaller by observing the published activities in each over an extended period. Note similarities and dissimilarities.

107. Identify the beliefs, attitudes and values that constitute the so-called "generation gap" by keeping a file of articles of commentary by representative younger and older people.

M 108. Compare advertised prices for same items in two stores in contrasting areas of the city, and consider reasons for and implications of any variations.

M 109. Using advertised prices, plan an annual budget for a newly married couple who have recently completed high school. Compare the budget with salaries available for those with their qualifications and experience.

110. From published information about selected persons convicted of representative crimes, estimate social class of the convicts and correlate with sentences received.

111. Predict the response of a government official or agency to a current news event.

112. Compare class or school responses in opinion polls to national results on the same items.

113. Conduct a class or school mock election after analysis of issues reported during the campaign.

114. Debate the advantages and disadvantages of an "advocacy press" in contemporary America.

115. Consider the extent to which the press should function as a watchdog of government.

116. Compare the platforms or policies of two competing condidates by analyzing their reported statements.

117. Describe the philosophy of an editorial cartoonist by examining his work over an extended period.

118. Attend a meeting of the city council or a comparable body. Write a news article afterward and compare it with the newspaper account. Evaluate the extent to which your account included major items of business.

M 119. Develop a classification system for traffic fatalities (time of day, one or more cars, age and sex of driver, etc.) and chart them for an extended period. Based on your data, evaluate each of several ways to reduce fatalities (more police, road improvements, passive restraints, etc.).

120. Project the social and economic consequences if there were no newspapers.

121. Identify the conflicting values in a local government issue and systematically establish your own position by considering advantages and disadvantages of each component of the issue.

122. Follow major reported decisions of the Board of Education and attempt to establish a rationale which accounts for the decisions.

123. Locate places reported in datelines and stories.

124. Identify sources of local income and the relative importance of each from business news and published government reports.

125. Identify examples of ethnocentrism in newspaper accounts of life in various geographic locations.

126. Trace zoning variations from land use plans, categorize the variations, and evaluate the decisions of the zoning commission.

127. Summarize the natural and human resources necessary to produce a newspaper.

128. Develop a cost effective plan for collecting newsprint for recycling in your city.

129. Compare advantages of geographically-oriented government programs such as urban renewal which are described in news articles.

130. Locate by latitude and longitude the cities from which major sports events were reported.

131. Follow the published weather report for a given location for an extended period and account for it by applying meteorological theories.

132. Project the effects if "yellow journalism" became the norm in comtemporary America.

133. Identify examples of social and technological changes by comparing historical and contemporary accounts of related events or activities. Relate contemporary news events to their historical perspective. Examples of issues that have persisted in American history include:

    a. How wealth is distributed.

    b. Race relations.

    c. Civil liberties.

    d. Industrialization and conservation.

    e. Relative importance of state and federal rights and powers.

    f. Trace criticisms of the press through American history and evaluate those criticisms as to validity and motive.

134. Produce your own class newspaper account of a historical event (Marco Polo returns, Normans victorious at Hastings, etc.). Select topics in which extensive useful outside reading may be done. Other front-page articles, than the lead, should reflect the way of life of the period.

135. Trace the editorial position of your local daily newspaper on selected major historical issues and evaluate its apparent success in influencing public opinion.

R 136. Identify the major idea in each paragraph of a news article.

R 137. Analyze the probable readership of each of several selected articles, features and columns in daily newspapers.

138. From your newspaper, obtain wire service copy that did not appear locally. Discuss the reasons why it was excluded and/or invite a local newspaperman to explain how news content is evaluated and selected.

139. Monitor the evening television news. (A tape recorder will help.) In the next morning's paper mark out the parts of articles included on television. Keep a record of TV news, if any, that did not appear in the newspaper. Evaluate your results.

140. Have students establish newspaper clipping classroom files on topics pertinent to your course for future outside readings. Give particular attention to retaining those found readable by students with low reading ability or skill.

CS 141. Given a list of information, write a concise, interesting news article.

Chapter IV

MATHEMATICS AND SCIENCE

Today the emphasis in education is to make classroom experiences meaningful to the student and to prepare him to become a useful, informed citizen. Many students cannot see the relevance of studying mathematics or science. A typical question asked by the student about some concept in these subject areas is, "Why do I need to know this?". Using the newspaper in the classroom is a means of answering this and other questions like it.

Using the daily newspaper along with his math and science text, the student will be able to realize and experience the value and need of studying such concepts as fractions, decimals, converting fractions or decimals to percents or vice versa, interest rates, commissions, estimation, and comparison. Reading the weather report emphasizes the need for negative numbers, probability, and averages.

The need to be able to read and interpret a chart, graph (bar, line, and circle), and other statistical data arises when you read about elections, economy, sports, pollution, taxes, the space program, and national or international relations. Even the comic pages and Ann Landers put numbers to use, sometimes in such a manner as to give the reader a good laugh at some of the "hangups" that arise through the study and use of mathematics.

The newspaper can and should be used to complement the text on a regular basis. It may even replace the text completely for special groups of students or for specific topics. Its use in the classroom is completely flexible and should be used in the manner that makes the teacher most comfortable.

MATHEMATICS

Recognition and Computation

1. Look through your newspaper and find five different ways numbers have been used.
2. Look through the classified ads and find six different prices for buying a new home. List them in order from the smallest to the largest.
3. Using figures from the newspaper, read them aloud starting with a few figures at a time. Have students repeat them in order or write them down. As students gain memory ability, increase the number of figures to remember at one time.
4. Look through the newspaper ads until you find two toys you would like to own.

   How much do they cost? Write the prices down.

   Which toy costs the most?

Math — Crossword Puzzle

5. Turn to the crossword puzzle on the last page of today's paper. Have students fill in all missing numbers in the across listing of clues. For example in the listing below:

1. far 4. simple 6. adapt 10. fair

The student would write in numbers 2,3,5,7,8,9 and so on until all intervening numbers had been listed.

6. Have students look up certain items on Wednesday and compare selected items for price. Use chart below:

Comparative Shopping Worksheet

ITEM	STORE A PRICE	STORE B PRICE	DIFFERENCE
Pure beef hotdogs	$1.09	$1.15	$.06

Find at least ten items to compare.

7. What is the size of one newspaper page?
8. Use the Providence Journal to find two examples of each of the following types of numbers. Cut the examples out of the newspaper, attach them to a page, label each example and explain how it was used.

1. Positive Integer
2. Negative Integer
3. Positive Rational
4. Negative Rational
5. Composite
6. Prime
7. Cardinal
8. Ordinal
9. Roman
10. Decimal

9. From the first five pages of today's Providence Journal, find as many symbols, abbreviations, numerals, and words relating to mathematics as you can. You may use any type of news story, news brief, advertisement, picture, or cartoon.

10. Turn to the classified ads. Find a service (rug cleaning, plumbing, etc.) which is advertised. If two or more different ads appear for the same service, compare the prices quoted in the ads.

11. Make a chart listing the advertisers in increasing order of their prices.

12. Football fans. . .

    From the football standings, find out how many total points your favorite team has scored this season. Also, find out how many points have been scored by its opponents.

13. What is the average number of points per game scored for and against your team.

Let's Go Shopping

14. Find a full page grocery ad in your paper. List the three least expensive items and their prices. Compare with your neighbor. Who found the cheapest?

15. Pretend that you have been given $30 to feed a family of four for one week. Using newspaper ads, do the "weekly shopping," trying to get the best bargains. Try to plan menus for the week.

16. Turn to the food advertisements. Pick four items you would want for dinner tonight! Write down how much each of these items will cost.

17. Select an automobile which you would like to own.

    From the want-ads, figure out the average price being asked for the car.

    Which ad appears to offer the best buy on your car?

Math — Daily Problems

18. Using the horoscope section on the comic page, find the number of days in each zodiac sign.

19. What is the average number of pages per section today?

20. How much would the paper cost for four days?

21. What is the sum of all the lottery numbers today?

22. What is the difference in pages between the first and last sections?

23. Compare interest rates given by banks and saving associations. Where would you rather deposit your money? Why? (Hint: Be sure to note how often the interest is compounded.)

24. Look at several advertisements for different savings associations. If there is more than one interest rate available, discuss the following:

    A. Which rate is most prominently displayed?

    B. What restrictions are placed on the higher rates?

    (You may need to call the savings association for complete information.

    C. What are the advantages and the disadvantages of the different savings plans?

    D. Do any of the savings associations offer bonuses or gifts for new accounts and/or adding certain amounts to existing accounts? Why would a business have to make these offers?

25. With a salary of $3.00 per hour (40 hour work weeks), prepare a household budget for a family of two. (Use advertisements in the Providence Journal to support all figures such as rent, food, etc.) Remember that you must consider the selection of your apartment (its rent and location) in regard to its convenience for commuting to work (bus fare, car expense, or walking to work).

26. Make a comparison of liquid and dry measurements by clipping examples from grocery advertisements. Compare prices of four items such as milk, which can be bought in both liquid and dry form.

27. Make a note of the items whose measurements are given in metric form. In small groups, discuss the conversion of our measurement system to the metric system. How do you think it can be done most easily?

28. Compute the amount of interest you would pay (in one year) through an installment plan advertised by a local chain store for some item you would like to purchase, such as a mini-bike, stereo, watch, etc. Use this amount to compute the interest rate per year charged by this store.

29. Baseball fans . . .

Find the batting averages of your four favorite baseball players in the sports section. List them in decreasing order of batting average. How many points difference are there between the highest and the lowest?

30. Turn to the sports page and find the standings for any professional sport.

Add up the total number of victories and defeats for each division of the league.

Figure out the won-lost percentage of each division.

Which division appears to be the strongest? Which appears to be the weakest?

31. Hockey fans . . .

From the sports section, see how many goals your favorite hockey team has scored this season. Also, find out how many points have been scored by its opponents.

What is the average number of points per game scored for and against your team?

32. Turn to the stock market listings and find the figures for the American Exchange. Find the ten highest priced stocks. Find the ten lowest priced stocks.

33. On the financial page, find the stock on the New York Stock Exchange which increased the most yesterday.

Find the stock which decreased the most yesterday.

Class Activity

34. You are a stock broker who has $5,000 to invest in the stock market. Go through the stock market listings and buy $5,000 worth of stocks. (You may invest in as many or as few corporations as you like.)

Keep a daily record of your stocks' progress. At the end of one week, "sell" all your stock and see how much money you have gained or lost. See who in the class made the most money.

35. On the financial page, find a company which you have heard of.

Find out how much that company's stock is selling for.

How many shares could you buy with $7,000?

36. On the financial pages, find out how many stocks gained and how many lost yesterday on the New York Stock Exchange. What percentage of the total number of stocks on the exchange gained? Remember that some stocks remained the same, neither gaining nor losing.

37. Using the travel section of your newspaper, find (and list) the cost of traveling to a city by three different means of transportation. Find out the time involved for each. Which would you rather take? Why?

38. Turn to the "Houses for Sale" section of the classified ads. Find three ads which list both price and square feet of living area.

For each of the three houses, what is the price per square foot?

Is there a great difference? If so, what reasons can you think of to explain it?

R 39. Graphs — Using the weather maps in the Providence Journal, graph on separate charts the high temperature of the day, low temperature of the day, relative humidity, precipitation and speed of wind for a week (or longer) for Providence. Calculate the averages of this data. Compare the high and low temperature average, relative humidity average and precipitation average to the same averages for the United States.

40. Clip and save the weather charts from the Providence Journal for one month. On a rectangular coordinate graph, set up a coordinate system with the x-axis for amount of rainfall in inches and the y-axis for each day of the month. Each day, plot the rainfall for that day. At the end of the month (1 to 30 or 31), compute the mean rainfall for the month and draw this on your graph. Compare each day (or week) with the monthly average.

41. Using the coordinate system in it, change the x-axis to degrees of temperature each day for a month (one week for students in lower grade levels). At the end of the month (week), compute the average high and the average low. Draw the line (in the designated color) for the mean high and the mean low temperature on the graph and compare these with your daily records.

42. Find examples of the use of decimals in the Providence Journal. Find at least one example from each section of the newspaper.

43. Make a collection of newspaper advertisements that use fractions and a collection of newspaper advertisements that use decimals. Are fractions or decimals used most in advertising? Why? Compare the advertisements you have collected. Does 1/3 off mean the same as .33 reduction? Can you find an item on sale at two different stores whose sale price is :

    a. Not the same.

    b. The same,even though the percentage discounted is different.

44. Find articles in the Providence Journal that contain information such as tax increases, insurance rates, statistics on student achievement and national means. Do most of the stories use fractions or decimals? How many decimal places are used in most of the stories? Which articles were easiest to understand—those using decimals, or those using fractions? Why?

S 45. Find the weather report in the Providence Journal. What does it mean to say there is a 30% probability of rain? What is the probability of rain today?

46. Turn to the sports section of today's Journal. Find examples of ratio in some of the articles.

47. Using a four inch section of the used car section, have students find cars that are less than $3,000, but not more than five years old. Change the numbers daily until they can work with two variables in a problem.

48. Clip pictures of houses, churches, schools and hotels from the Providence Journal. Discuss the geometry used in the architecture.

SCIENCE

1. Look through today's Journal and pick out as many animal names as you can find. Make a list of them. Next to each name on the list, draw a picture of that animal. How many of these animals have you actually seen?

2. Make a notebook of articles and pictures on one or more of the following topics:

A. Deserts

B. Glaciers

C. Rocks and Minerals

D. Excavation of skeletal remains, fossils, and tombs

E. Changes of the earth's surface

F. Erosion cycles

G. Predictions of the earth and man in the future

H. Any topic from your Science text

Discuss how quickly textbooks become out-dated and how reading the newspaper will give you a current report on a wide range of topics.

3. Read an article about parks, nature or the outdoors.

CS Write about the different types of plants at your favorite outdoor spot.

4. Find the weather report in the Journal.

5. Check the class thermometer to see if the weather forecast is accurate.

6. Write a paragraph about today's climate and weather conditions in our city.

CS 7. As a class project, write a letter to any television weather reporter of your choice, asking him to explain how weather forecasts are made.

8. Find a newspaper article about a crop (such as corn or wheat). Write a few sentences telling what the article says.

9. Find examples of Newton's Laws, e.g., force, equilibrium, etc., in the Providence Journal (examples: lawnmowers, power shovels, roof designs). Explain each example and the concept it illustrates.

10. Find any wood stoves for sale in the classified section of the paper.

How many different types of stoves can you find? Which do you think would be least expensive to operate? Why?

CS 11. Look through the paper until you find some information on natural resources.

Write a paragraph summarizing the story. Be sure to include information such as the uses and location of the resources. What did you learn about natural resources from the story?

12. Find an article which deals with ecology. Read the article and react to it in a paragraph of your own.

13. Cut out a picture of a tree from the newspaper. Identify the type of tree it is.

14. Find a story about animals in the paper. Read it and tell what you learned about the animal's habits, experiences or environment.

15. Find a story about weather in the Journal and write your own summary of it.

16. Follow the daily weather forecast in the Providence Journal for one week and compare each day's accuracy with the weather report of the following day. By looking at the weather map, see if you can predict the weather in advance of the Journal.

M 17. In the weather listings, find out how many inches of precipitation have fallen so far this month. What is the average amount of precipitation per day this year?

18. From the Journal weather map, find the area of the United States which had the worst weather yesterday. What caused it?

Write one paragraph describing the worst weather you have ever been in.

19. Find a news story in today's newspaper about bad weather conditions somewhere in the world.

What type of weather is the article about? Where is it taking place? Does the article say what caused the bad weather?

20. There are many different climates in the world.

Find three different stories that tell about different climates. Write a paragraph about which climate you would like to live in.

Medicine, Food, Clothing, Safety

21. Look very carefully through today's paper. Are there any articles about scientific developments or research? If so, write a paragraph summarizing that development or research. Be sure to include the names of the scientist or scientists involved.

R 22. Look through the Journal until you find a story which includes information about the medical treatment of a disease or injury. Answer the following questions:

What is the disease (or injury) being treated?

What caused the problem?

What is being done about it?

What hospital is the treatment taking place at?

Who is the doctor (doctors) in charge?

23. Are there any articles in today's paper about recent medical developments? Answer the following questions:

What type of research is being done?

Who is the doctor (doctors) carrying out the research?

What have been the results?

What is expected in the future?

CS 24. Read an article about medical discoveries or treatments.

Write about a time when you went to the doctor. How did he cure you?

25. Using clippings from the Providence Journal for your research, build a file of current discoveries in the field of wonder drugs, antibiotics. Compare today's ten most feared diseases and their treatments to those of 30 years ago. Discuss the general attitude of today's public toward diseases such as polio and smallpox. Does this attitude lend itself toward a false security if booster shots are not given and young children improperly immunized?

26. Make a list of foods which should be included in a balanced meal for breakfast, lunch and dinner.

27. Figure the cost of the foods you have selected according to prices listed in the newspaper and the amount you would require.

28. Using grocery ads, plan meals for three days which provide a balanced diet. Be sure to include all of the basic food groups.

M 29. Find the caloric content in five different foods listed in a grocery ad. List them in increasing order.

30. Find five ads for clothes made of different materials.

    Classify them as either synthetic fibers, natural fibers, or skins. What are the clothes you are wearing today made of?

31. Find an article about fire.

    Does the article describe fire as a useful or a destructive agent? List three ways fire can be useful and three ways it can be destructive.

32. Collect articles about accidents of different types. Discuss means of prevention, seasonal accidents, public and personal alertness to conditions conducive to accidents (i.e., an article on fire which involved spontaneous combustion or improper storage of fuel).

33. Do research on the dangers or potential of some cosmetic fads, facial creams, hair removers, hair sprays. Discuss the lack of drug laws to regulate the cosmetic industry and the public "panic" when some item is found to have "factors tending toward cancer" (or something else) when used in large quantities on research animals.

34. Find a newspaper article which deals with some kind of pollution.

    What type of pollution is it about? What are the causes of the pollution?

R 35. Find an article in the newspaper which concerns the effects of pollution on the environment. Answer the following questions:

    What type of pollution does the article deal with?

    How does the pollution affect the environment?

    Is there anything being done about it?

    Have you ever seen this type of pollution?

    Where?

36. Find as many articles as you can which discuss preventive measures being used to combat pollution. Make a list, detailing the techniques being used and the organization which is responsible.

37. Trace the progression of a major storm on the weather map.

R 38. Interpret maps and diagrams of land formations.

39. Discuss ecological implications of appropriate news events.

40. Discuss so-called "natural disasters" as they occur and suggest ways to alleviate the risks.

Chapter V

CAREER EDUCATION

It is an established fact that each child will be motivated to pursue the task of reading, one major basis for all learning, with more success if there is a need and purpose for the reading. The Providence Journal is a medium that does supply real experiences in a student's world as he develops, explores and responds to his world through a broader perspective.

One part of this world that provides a need and purpose for reading is the world of work. We must provide students with the opportunity to explore the job market and to find out what openings do exist and how they become available. The most readily available key to the labor market would be the newspaper. The following pages should provide teachers many ideas for using the newspaper in career education classes, as well as a guide to exploring the job market.

Job Clusters:

1. Business and office
2. Communications and media
3. Marketing and distribution
4. Construction
5. Manufacturing
6. Transportation
7. Agri-business and natural resources
8. Marine Science
9. Environmental control
10. Public Service
11. Health
12. Hospitality and recreation
13. Personal service
14. Fine arts and humanities
15. Consumer and homemaking

This list will be referred to throughout this set of activities. These fifteen job clusters will include almost any career or occupation.

1. Compile a scrapbook of pictures from the Providence Journal of community helpers—milkmen, firemen, city workers, grocers, etc. Under each picture, write a paragraph telling why these people are important to you.

   Under each picture, write a creative story concerning this person's occupation, relating the story you write to the events in the picture.

2. On a sheet of paper, list the following people:

   "Me" Father Mother Brothers Sisters
   Three Others

   Beside each, state their job or occupation.

   Next, using the Job Cluster at the front of this section, place each of these people in the appropriate cluster.

   Now, read through the Providence Journal for one week, clipping as many articles as possible that relate to the job each of these people has.

3. Using one day's copy of the Providence Journal, list as many occupations as you can think of, or that are mentioned in each of the following sections:

   Front Page — Sports Section
   Comics — Television-Amusements
   Life Style

4. Choose one of the clusters from the Job Cluster at the beginning of this section. Clipping from the Classified Ads of the Journal, develop a classified notebook of available careers in your chosen cluster.

   Be sure to organize the clippings into similar jobs. Of all your clippings, which one job is most appealing to you? Why?

EMPLOYMENT AGENCIES:

5. Using the Providence Journal as a primary source, research the following questions related to employment agencies:

    1. What are they?
    2. What do they do?
    3. What services do they provide? Could you do the same?
    4. Do you know anyone who has ever used the services of an employment agency? If so, what comments do they have concerning agencies of this type, in general?
    5. What fees do they charge and who is responsible to pay them?

    Next, contrast several employment agencies on the basis of what you have learned about them through the Journal. If you were going to an agency, which one would you choose?

6. Clip articles from the Providence Journal dealing with labor unions and answer the following questions:

    1. Is there a need for more workers in these areas?
    2. What training or apprenticeship programs are offered?
    3. Is there really a future?
    4. What side benefits are offered: hospitalization, pension, etc.

7. Look through the major headings in the Providence Journal classified section. Choose two headings of interest to you; then list as many jobs as you can think of that would be created by those headings.

    An example would be: "Pets For Sale"—kennels, pet shops, pet food industries, pet care industries, guard dog operations, etc.

    Now, clip articles from the Providence Journal that would relate to some of the jobs created by the headings you chose.

8. By collecting stories from the Providence Journal relating to a particular industrial area, illustrate the interdependence of that industry to others.

    Example: You select the Providence Journal as your particular area. Interdependence would include:

    Lumber industry (paper)

    Transportation industry (delivery)

    Mechanical engineers (design and upkeep of machinery)

CS When you feel you have enough articles, write a short paper discussing the interdependency of industries.

9. Select either a cluster from the Job Cluster list on the first page in this section, or select a specific job in which you feel you would be particularly interested. Using the newspaper as your primary source, answer the following questions:

    1. What kind of skills do you have?
    2. What skills are demanded of the job?
    3. What kind of training is necessary?
    4. What costs are involved in the training?
    5. How long a period of time is involved in the training?
    6. What system of advancement is indicated?
    7. What academic skills are necessary?
    8. Is there a way for change provided in the training program?

    a. Many workers in Rhode Island are elected by the community, not hired. Using articles and pictures from the Providence Journal, list as many of these people as you can.

    b. Under each picture or article, state briefly the duties or responsibilities of each.

    c. Choose one of these jobs you would be interested in and, as a class project or an individual, write that person a letter asking for more information about that particular job.

10. Compile a scrapbook of articles from the Providence Journal which relate to the job market in the following areas:

    1. Where are there shortages of workers?
    2. Are there new areas opening up which might demand more people?
    3. Where do the greatest needs exist?
    4. What skills are demanded?
    5. What types of training programs are available?

SS 6. Geographically, where are the openings?

    7. What does the future look like?
    8. What are the benefits?

11. For two weeks, clip articles from the Journal that reflect our changing economy, the business world and individuals in their various work assignments. Do you feel the national economy affects occupations? Why or why not?

SS a. Now, show by use of newspaper articles how the economy of the nation affects us on a personal basis.

SS b. How can the changing economy become important to you in selecting a career?

12. Select one of our basic needs for living: housing, clothing, food, etc.

    a. Once you have selected the "need" you want to work with, list as many occupations as you can that would relate to that "need".

    b. Next, clip articles from the Providence Journal that deal with as many of the occupations you listed as you can find.

13. Write a two page paper discussing how the newspaper can benefit you in your future life in regard to the world of work.

    (This activity should be attempted only after working several other activities from the Career Section.)

14. Let each member of the class select two jobs in the classified section of the Providence Journal they are interested in. Clip all the ads and put them in a box. Next, each person in the class should draw one of the ads out of the box and assume the role of the personnel director of that company. The "personnel director" will then interview the person who originally clipped the advertisement.

Thoughts For You

15. Does success always mean fame and wealth? If you are not satisfied with your job, even though it may be viewed by others as successful, will it seem really successful to you? Write a one page essay discussing this topic.

16. Over a period of three weeks, collect comic strips from the Providence Journal that have to do with some occupation. Clip these strips and mount them in a notebook, classifying them according to what job cluster they would relate to (consult the Job Cluster List at the front of this section).

17. Draw three original cartoon strips that are concerned with careers.

18. In the classified section of today's Journal, locate at least five white-collar jobs and five blue-collar jobs. Clip the ads and glue them to a sheet of paper—blue-collar on one side, and white collar on the other. Under each job give the following information:

    a. Amount of education needed.

    b. Amount of experience required.

    c. Other special requirements.

    d. Monthly salary.

    e. Hours.

    f. Benefits.

CS 19. Find a definition of "professional" and non-professional" as these words relate to occupations.

Now go to the classified section of today's Journal and find four examples of professional jobs and four examples of non-professional jobs. Examine the jobs for the following items, writing each thing below the ad to which it relates:

a. Amount of education needed.

b. Amount of experience required.

c. Other special requirements.

d. Hours.

e. Benefits.

f. Salary (monthly).

20. From all the ads listed in the Journal classified section, choose the one job you would take if it were offered to you.

a. Now, why was this your career choice? Was it secret desires, parental pressure, you're good at it, or what? Write about one page discussing this question.

b. Select three career possibilities for you from the Providence Journal classified section. Next, make brief statements concerning the items below, supported with newspaper articles, if possible.

SS What is the best area of the U.S. (or the world) for each of your chosen careers? (For example, would a career in cancer research make Providence a good area?)

SS Many professions will no longer be needed in the future and the energy crisis will delay the need for many others. How do your choices for careers fit in with obsolescence?

21. Select two job clusters from the Job Cluster List at the front of this section. For two weeks, clip articles from the Providence Journal that indicate the need of your chosen clusters. What careers are open? What careers are in demand? You may want to support your statements with classified advertisements.

22. Clip a photograph from the Journal. List all the jobs you can think of that are suggested by the photograph. (Who made the clothes the person is wearing? Who grew the material for the fabric? Who poured the concrete in the street? Where did the concrete come from? Etc.)

23. Clip an article concerning a particular occupation. Write the who, what, where, when and why of the occupational situation. Now, list or describe what you learned about the occupation from the article.

Next, go to the Providence Journal classified section and try to locate an ad that corresponds to the article you chose.

CS 24. From the classified section of the Providence Journal, clip ten ads for jobs you would be interested in applying for. Tape the ads to a sheet of paper.

Next, go through each ad and explain any wording that might not be clear (e.g., abbreviations).

25. Discuss your feelings about any "blind" ads you may have clipped. (These are ads that do not give all information needed, such as "Earn up to $400 in your spare time! Call 000-0000.")

M 26. First, select one job from the Providence Journal classified section that you would qualify for. Then, do the following activities:

a. Compute your monthly salary.

b. Locate a place to live. Subtract rent from your income.

c. From the grocery ads, buy groceries for one week, multiply by four, and subtract this estimated monthly grocery bill from your income.

d. Estimate how much you will spend on laundry and cleaning, clothes, etc. for one month and subtract from your income. (Use ads for clothes, etc. to support your estimate.)

e. Find in the classified section a feasible mode of transportation and subtract its monthly cost from your income. (For example, find your monthly payments for a used car.)

f. Predict other monthly expenses and subtract from your income.

How did it come out?

27. Write a three page discussion of the causes of unemployment. Use the school library as well as articles from the Providence Journal for support.

Do Your Own Thing

CS 28. Plan a company you would like to own. Here are some suggested guidelines:

a. If you could be your own boss, what would you do?

b. If you owned your own company, what would it be?

c. How many employees would you have?

d. Would you need professionals, white collar workers, or laborers?

e. What education must your employees have?

f. How long is your work day?

g. How much vacation do you offer?

h. What are some of your company benefits?

i. How many and what type employees would you need to open?

CS 29. Now, write several classified ads you would run in the Providence Journal to hire the basic personnel you would need in order to open your company.

30. Consult the Job Cluster List at the front of this section. Choose three areas you feel you would like to find more information about. Now, start a notebook, clipping articles and classified advertisements that relate to the three areas you chose, mounting the articles and ads under the appropriate headings in your notebook.